Vol. XIX, No. 1
September/October 1975

ILLINOIS TEACHER
OF HOME ECONOMICS

THE QUALITY OF LIFE AND HOME ECONOMICS
IMPLICATIONS FOR CURRICULUM

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education
College of Education, University of Illinois,
Urbana, Illinois 61801

Vol. XIX, No. 1, September/October 1975. Published five times each academic year. Subscriptions $7.50 per year, $21 for three years; Canada, $8.50 per year, $24 for three years; Foreign, $10 per year, $27 for three years. Single copies $1.75. Special $5 per year for undergraduate and graduate students when ordered by teacher educator on forms available from ILLINOIS TEACHER office.

Address: ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

Telephone: 217–333-2736

107

FOREWORD

This year lies before you
Like a trackless tread of snow.
Be careful where you place each foot,
For every step will show
—author unknown—

The new school year does lie before us like an unruffled blanket of snow; we shall be about the business of tracking through it. In this year of our country's bicentennial it is appropriate that we pause to reflect on the quality of our lives and of those around us.

We in home economics have always been concerned with the quality of life. Hazel Taylor Spitze in her article helps us to think through ways our profession may contribute even more. She also has suggested some teaching techniques related to QOL.

The classroom setting may be one of the best places to develop effective communication skills. Sharon and Warren Wallace suggest humanistic approaches which we may want to use in our programs.

Lana Mangold and Alice Whatley tell us that family life is being influenced by the rapidly growing world population and the depletion of natural resources, and call on home economics teachers to promote understanding of the issues.

The prevalence of viewing television "soap operas" led the Division of Vocational Education, Ohio Department of Education to create a family life education program based on the same format. Mabel Black shares with us the story of that program.

The teenagers (and others) whom we teach may set goals for themselves which prove to be unrealistic. Darold Treffert, M. D. points out that the illusionary "American Dream" can place burdensome stress on the young.

Housing needs and how they are met affect QOL. Micheal and Cynthia Theiss, a husband-wife team, give us the viewpoint of an architect and the viewpoint of a home economist.

The aging, especially those of minority groups, encounter problems of which we need to be cognizant. Penny Ralston has studied the plight of the older black American and has some useful information for us.

Basic to anyone's attainment of quality of life is good health. A part of good health is the economic one — it COSTS to be sick! The people in the field of health occupations are seeking to improve our lives by making our medical costs more reasonable. Karen BeVier and Ellen Hooker tell us the exciting news of patient education.

Approaching the study of quality of life from an economic background are the accountants as they unfurl their relatively new field of socio-economic accounting. In this issue James Burton relates how his profession contributes to the quest for evaluating QOL.

Determining which factors denote quality of life varies according to the author. Some individual factors and the areas they represent are explored in another article.

In our last issue, Elaine Parsons' unit on metrics was introduced. This issue contains lessons IV through VII. In addition are recipes, equivalency charts, and activities.

Eleanor McBride

Eleanor McBride

Editor for this issue

INTERNATIONAL WOMEN'S YEAR 1975

Professor Hazel T. Spitze
4916 Brandywine NW
Washington, D.C. 20016

June 18, 1975

Dear Ms. Spitze:

As I promised you—and I am afraid I am later than I thought I would be—I am writing to let you know what my reaction has been to the home economics people I have met. As I mentioned to you, my impression of the home economics profession was that "they were part of the problem, not part of the solution " [in regard to womens' role and rights]. This was due to ignorance on my part since I remembered home economics from my high school days and also from a mental picture that I had built up in my mind over the years. I want to emphasize that my impression was abruptly and very happily changed after visiting with the Maine Home Economics Association at the end of April.

I realized that, at least the women I met and would assume that a great many more are involved in the home economics profession as well, they are very much a part of the solution since their whole profession deals with the daily lives of people. I came away from that meeting feeling that I had had to work very hard to keep up with their ideas and, in fact, came away with a great deal more knowledge that I feel I imparted to them, especially with regard to the changing role of women and their response to it.

We are on our way to Mexico City for the IWY Conference, and since we now have your name on our mailing list you should be hearing from us about the end of July. We hope to have comprehensive reports of the "goings-on" in Mexico City. Don't you get the impression that Mexico City will never be the same!

Sincerely,

Yvonne Lewis mc

Yvonne Lewis

Yvonne Lewis
Assistant Director, U. S. Center
International Women's Year 1975
1630 Crescent Place, NW
Washington, D.C. 20009

THE QUALITY OF LIFE AND HOME ECONOMICS

Hazel Taylor Spitze

Is the quality of your life better because you are a home economist? Is the quality of the lives you touch richer because you are a home economist? What does home economics have to do with the quality of life? The current volume of the ILLINOIS TEACHER will have as a main purpose the stimulation of your thinking on various aspects of this theme.

What is meant by "quality of life"? If we refer to the highest quality of life that we might wish for as our "life ideal", how would we describe it? Of course, it would not be the same for all of us, but there surely would be common elements. My life ideal requires freedom and equality—many kinds or aspects of both, including freedom of movement and of speech, and equality of opportunity and of worth and dignity as a human being. My life ideal requires people to love and be loved by, and it requires trust. I want to be able to trust those I live with, work with, do business with, and meet on the street—and I want them to trust me. My life ideal requires self-esteem, not "cockiness" but enough confidence and belief in myself to develop and utilize my potential. I also want health, both physical and mental, and I want beauty in my surroundings. Those things that I want for myself I also want for others, so the quality of my life is affected by the quality of life of all other human beings. Hence, I cannot build a fence to hide the ugliness and be satisfied in my own little enclave of beauty, nor can I forget when my own health is good, that the health services available to me are not available to millions of my fellows.

My life ideal also requires an environment, now and for the future, which provides us clean air to breathe, clean water, a safe food supply, and undefiled landscapes. It is not piled high with solid waste nor filled with noise nor destroyed to create more energy to be wasted. It is planned so that waste of all kinds is avoided and the cycles of life—human, animal, and plant—can continue.

My life ideal includes security—personal, job, and income—and the opportunity to work at something I believe in, to be creative. I don't need a lot of money, but I do need to be free of the worry of having none, and I need to feel that I am contributing to the society that supports me. Since I believe that others also have this need for meaningful work, I sometimes question compulsory retirement and our refusal to allow children and youth to work.

Is this all of my life ideal? Perhaps it is. To those who would chide me for not mentioning sex I would offer assurance that for me it is an expression of love and my husband is included in my above requirement of "people to love and be loved by." There is no mention of government either, but my concept of freedom includes a democratic government; and although peace is not listed as a separate item, the other requirements would probably be impossible in its absence. Nor did I mention religion, but each person's philosophy of life, and those things outside ourselves for which we stand, constitute our religion, and I have mine.

Now I know that ILLINIOS TEACHER readers have no particular interest in my personal life ideal, but we need concrete examples to understand abstractions. We need the ideas of others against which to measure our own. It is a good experience to force oneself to think through what is really important in a personal life ideal, and it can contribute to self-actualization. It can help us to drop out those elements of our lives which are not playing much part in improving the quality of our lives and to place more emphasis (give more time and money) to those elements that do.

Is a home economist in a better position than the average person to expect a life of high quality? How does home economics contribute? As a field of study, I think it has some elements in its favor.

Home economics placed great emphasis on the fami-

ly. In the family there can be a special opportunity to love and be loved, to trust and be trusted, to learn freedom and equality, to experience peace and find beauty, to develop self-esteem. The family, of course, does not *guarantee* any of these, but it may offer special opportunities.

Home economics includes nutrition and sanitation which are important factors in health. It includes art applied to home furnishings, clothing, food service, etc., and this knowledge can help increase the beauty of our surroundings, although again it does not guarantee. The principles of child development, when applied by parents, can improve the quality of life of children and give them a greater chance for a satisfying adulthood. The study of family and human relationships can contribute to the realization of several aspects of the above life ideal. Applying the principles of home management can increase our efficiency and enable us to "get more into a day" and enrich our lives. The skills we learn can increase our self-esteem and make our money go further. The social graces can promote acceptance by others.

Because the knowledge and skills—and perhaps values, too—which we gain in the study of home economics are so essential to humankind, competence in the field also gives us some job security and an opportunity to work in positions that give us pride. If we are in demand, our self-esteem is enhanced.

Are there any dis-benefits in the study of home economics for achieving a high quality of life? Perhaps. If the emphasis on family limits a person's options and forces him/her into a family role because of social pressure, it may be a dis-benefit. If the emphasis on family over-glorifies motherhood and encourages further over-population, or if it promotes the idea of the "women's place", there are dis-benefits. If home economics classes instill ideas about the home which cause us to believe we must all have new split-levels, dozens of shiny appliances in the latest model, expensive furnishings, etc., etc., they may limit our options and reduce our freedom. If they teach *the* "correct" way of doing things, i.e., *rules*, instead of principles which we can use to make our own judgments about which way is best for us, there may be dis-benefits. If "correctness" becomes more important than human concern, it certainly can be a disvalue. I agree with the girl, who telephoned me at ten o'clock one evening with tears in her voice saying that she had made a low grade in the home management house because she lacked "poise and social grace", and who said between sobs that she thought poise was the ability to put others at ease. She was a master at that, regardless of who the "others" were!

If we allow the image of home economics as "stitching and stirring" to continue, we may unnecessarily limit our employment opportunities and/or our salaries.

Let us turn now to some more formal and scientific attempts to measure the quality of life. A symposium was convened by the Environmental Protection Agency in 1972 to attempt to define the concept *quality of life* (QOL) and to identify ways to measure it. In more formal language, it had a three-fold purpose: (1) "to shed some light on the richness and possible gross ordering of the QOL indicators . . . (and) a sub-set of indicators with substantial commonality", (2) to seek a "potential mechanism . . . for systematically incorporating the inputs of the public into the decision making processes that affect the quality of their lives", and (3) to "provide a sense of what additional research is needed in this area"[1] I found the report of this symposium very exciting. The report contains chapters on the quality perspectives of varying life styles, (including the perspective of youth, the aged, minorities, women), the approaches of different disciplines, and attempts at quantification.

The list of factors important in the quality of life concept developed by the symposium were grouped under six headings and contained thirty items as follows:

(1) Economic environment: work satisfaction, income, income distribution, and economic security
(2) Political environment: informed constituency, civil liberties, electoral participation, non-electoral participation, and government responsiveness
(3) Physical environment: housing, transportation, material quality, public services, and aesthetics
(4) Social environment: community, social stability, culture, physical security, family, socialization, and recreation
(5) Health: physical, mental, and nourishment

[1]THE QUALITY OF LIFE CONCEPT: A POTENTIAL NEW TOOL FOR DECISION—MAKERS. U. S. Environmental Protection Agency, Office of Research and Monitoring, Environmental Studies Division, 1972. p.iii.

(6) Natural environment: air quality, water quality, radiation, solid waste, toxicity, and noise

In one very interesting table[2] this list of factors is compared with the lists generated by ten other individuals and groups between 1967 and 1972. In some of the lists attempts were made to give differential weightings to the factors or to rank them according to importance.

The participants in this EPA sponsored symposium were widely heterogeneous and included economists, psychologists, sociologists, government bureaucrats, administrators, environmentalists, researchers, practitioners, representatives of organization, and individuals. The report of their conversations is "not a social report. It is a step in the direction of a social report and the development of a comprehensive set of social indicators."[3] In the chapter titled "Toward a Social Report", the author states, "A social report with a set of social indicators could not only satisfy our curiosity about how well we are doing, but it could also improve public policy-making in at least two ways. First it could give social problems more visibility and thus make possible more informed judgments about national priorities. Second, by providing insight into how different measures of national well-being are changing, it might ultimately make possible a better evaluation of what public programs are accomplishing."[4]

Another interesting approach has been made by economists who recognized the inadequacies of the Gross National Product as a measure of the quality of life. Though it has limitations (such as the failure to include the economic input of women working in their own homes), the GNP is a useful measure of economic production, but it completely ignores many aspects of the quality of life. To supplement this measure, Yale economists James Tobin and William D. Nordhaus introduced in 1970 the idea of a Measure of Economic Welfare (MEW) and Massachusetts Institute of Technology economist Paul A. Samuelson, a Nobel prize winner, later modified it to the New Economic Welfare (NEW).[5]

---

[2] Ibid., p. I-47-48.

[3] Ibid., p. II-178.

[4] Ibid., p. II-177.

[5] Reinhold, Robert, "MEW or NEW, How Does the Economy Grow?" in NEW YORK TIMES, July 29, 1973. Sect. 3, p. 2.

The MEW is oriented toward personal consumption rather than production and differs from GNP in three major ways. (1) "The final expenditures normally calculated in GNP are re-classified and reassigned. Those better defined as intermediate in terms of welfare are subtracted." Expenditures that yield no direct satisfactions are not included. (2) The value of unpaid "non-market" work and of leisure time are included. (3) Deductions are made for the "disamenities" such as congestion, litter, pollution, noise, insecurity and racial discord.

Although MEW (or NEW) has been called "primitive and experimental" by its creators, it has focused attention on the nature of economic growth and countered the notion that the answer to our present dilemma is *no* growth. The questions may now be what kind of growth and how much growth will best enhance the quality of our lives. When we have "statistical indexes of social well-being", i.e., social indicators, we can begin to answer these questions with more assurance. The Organization for Economic Cooperation and Development (OECD) has begun work on developing such a set of social indicators including health, individual development, job satisfaction, leisure, command over goods, physical environment, personal safety, and social opportunity.

The American Medical Association sponsored a Congress on the Quality of Life in Chicago in 1972, and in an earlier ILLINOIS TEACHER (Volume XVI, No. 2) we referred to this conference and listed six major concerns expressed by the Illinois Council of Youth in a panel presented at one of the sessions. They were: health education, problems related to sex, need for emotional health services especially for minority and disabled young people, need for opportunities and services for leisure time activities, improvement of the environment, and proper use of the communications media.

At the 1975 annual meeting of the American Educational Research Association, John Flanagan's presidential address included a report of a recent study of 500 Project TALENT participants in regard to quality of life. The interviewees (30-year-olds who had first been interviewed as 15-year-olds) were asked the importance to them of each of fifteen components of the QOL and the extent to which they were satisfied with their present status with respect to each of these components.

Over 98% considered as important or very important their physical and mental health, and 87% of them

were satisfied or very satisfied with their present status in this regard. "A close relationship with a spouse, boy friend, or girl friend" was rated as important or very important by 93% of those interviewed, and 82% of them were satisfied or very satisfied with present status.

The following four components were rated as important by 85-90%: (1) work that is interesting, rewarding, and worthwhile (80% satisfied with present status), (2) "insight into own assets and limitations, understanding of the meaning of life, and ability to plan and make decisions on major life activities (73% satisfied), (3) be a parent (84% satisfied), and (4) develop and use own mind (55% satisfied).

About three-fourths of the interviewees rated these three components as important: (1) material comforts (75% satisfied), (2) positive relationships with relatives (82% satisfied), and (3) close friends (82% satisfied).

Two-thirds felt it important to "participate in activities to help or encourage other adults or children" and 63% of them felt satisfied with their own present status. About half (45-55%) rated the remaining five components as important. In descending order they were (1) read, listen to music, observe sporting events or other entertainment (70% satisfied), (2) participate in active recreation (63% satisfied), (3) express self creatively (57% satisfied), (4) socializing (72% satisfied), and (5) "participating in activities relating to local or national government and public affairs" (54% satisfied).

Thus it appeared that in the group as a whole the proportion satisfied with present status and the proportion considering that item to be important were sometimes about the same and sometimes discrepant. The greatest discrepancy in the direction of lack of satisfaction was in developing and using their own minds and insight into their own assests and limitations, and the greatest discrepancy in the direction of satisfaction greater than importance was in socializing and passive entertainment. An example of a component with about equal importance and satisfaction was material comforts.

When the sexes were considered separately, it was noted that a greater proportion of females than of males felt the following components to be important: (1) being a parent, (2) positive relationships with relatives, (3) close friends, (4) participating in activities to help others, and (5) socializing. A greater proportion of males than of females felt these components to be important: (1) material comforts, and (2) participating in active recreation. Other differences were 3% or less.

With increasing frequency we are finding books and articles describing individuals and families who are making significant changes in their life styles in an effort to improve the quality of their lives. What can we learn from these unusual people that will help us to determine curriculum priorities in home economics?

The headlines shout at us:

"A new life away from the big city"—and we read of two men who left big-time positions in New York and started a little newspaper in the hills of a rural state.

"They gave up 'the good life' for a better environment"—and a family describes how they changed their life style while remaining near Chicago and became more self-sufficient and pollution conscious.

"Home Harvest"—and we hear about "subsistence farmers" on one-third of an acre in the middle of Los Angeles who insist that their standard of living is high even if they spend only fifty dollars a week.

"They fled urban pressures for a sanctuary in the wilderness"—and we see a family of four from San Francisco living on 1½ acres of wilderness on a Canadian island in what had been the delapidated buildings of a marine fueling station when there was once a fish processing plant nearby.

> "A Naturalist Buys an Old Farm"
> "Living off the land is a way of life—not a hobby"
> "Three journeys you can make toward self-knowledge: down to the sea, up to the mountains, or into the wilderness"

Why do people want to escape from their present situation? Why did one English writer, after eight years in this country, enunciate his "law of social economics", that the quality of life deteriorates as the standard of living rises"?[6]

If the people in the above articles had been in our home economics classes a few years ago, what could we have taught them that would have been useful now? Can we contribute to improving the environment, the society, so that they will not wish to leave?

---

[6]Scott, Richard, "An Englishman Looks at America" in The News-Gazette, Champaign-Urbana, IL, Dec. 5, 1971.

Should we teach the basic skills of survival so that they will be prepared if they do leave? Is it human relations skills that they—and all of us—need most?

In 1970 the novelist James A. Michener[7] wrote a little book titled THE QUALITY OF LIFE in which he philosophized about reality in the United States as we saw it, rather than creating more fiction. In the last chapter he summarized what he felt that we should do. Five years later how far have we come on his recommendations? Do you think he would change any of them today?

(1) We must get out of Vietnam. (Well, we're out but . . .)

(2) We must evolve a new spiritual agreement. The most terrifying thing that I have seen in my years on earth, he said, was "the degeneration of Germany, the world's best educated nation, under the evil leadership of Adolf Hitler, for this related to man's inherent nature and threw a gloomy shadow over all men. This moral collapse proved that nations cannot survive by intelligence alone; they also require spiritual guidelines, and if these are lacking or inadequate, even the finest nation can descend to barbarism. The United States had better beware. . . . if we remain adrift for even one generation, we could decline into our own brand of barbarism." He adds that we need a new set of values to inspire individuals and asks: How possibly can we devise them except from experience of mankind?[8]

(3) We must distribute the benefits of our society more equitably.

(4) We must re-establish and maintain control. He feared that average citizens, repelled by disruptive forces threatening our civil peace, would flee to "any strong type of central government which promises control and discipline. Thus we could lose our freedom."[9]

Where does all this leave us? What puzzles are we as home economists and educators going to try to help solve? How are we going to change our own behavior—as consumers, citizens, family members, employed persons—in the light of today's problems?

Each of us must make our own decisions. Our personal decisions will affect our professional decisions. What we are and do certainly affect what and how we teach. To be concrete again, here are some of the ways I'm changing my behavior.

(1) I've added some categories to my files and I clip assiduously and try to share with all who will listen: environmental quality, energy consumption, noise, women's rights, societal changes, drugs . . .

(2) I've revised courses and developed new ones.

(3) I've simplified my life style. I try to consume less of the world's resources, waste less (for as Al Ullman, Chairman of the House Ways and Means Committee said in a speech before the National Economists Club on March 3, 1975, "We're at the end of a throwaway economy"), and the deciding factor in buying is no longer just whether I can pay for the item. I repair rather than replace my old washing machine, and I buy less meat and foods that have undergone less processing. I use less water, try to have less solid waste to add to the land fill and do what I can to reduce noise.

(4) I try to use my own energy and save the other kinds. I walk, avoid elevators, turn down the thermostat, use cooking methods that minimize fuel consumption.

(5) I allot more time for my family and friends.

(6) I give attention to my health, including the rigorous daily exercise prescribed by my physician for a back injured in an automobile accident.

(7) I use my freedom, demand my rights, be assertive when appropriate for my own or humanity's welfare. (Sometimes this means the rights of a non-smoker!)

(8) I listen to music more, including that of the birds.

How does this compare with *your* changes in behavior? Do we need to discuss such changes in courses with titles like consumer education, family relationships, clothing, foods, home management, family living, human development? Where do we go from here?

What do we do when we see a full page ad in The Washington Post in which the Chase Manhattan bank says, in letters four times as high as the usual print, that "the highest priority of our economy should lie in the nurture and stimulation of capital formation because *everything* the American people want and need grows out of that"? Agree or disagree?!

---

[7]Michener, James A., THE QUALITY OF LIFE. N. Y. J. B. Lippincott Co., 1970. pp. 106-127.

[8]Ibid., p. 114-117

[9]Ibid., p. 123-4

TEACHING TECHNIQUES
RELATED TO QUALITY OF LIFE

Hazel Taylor Spitze

I. HOW MUCH ENERGY DO WE NEED?

An exercise in value clarification and energy use.

Step 1: Have students write a list of all the equipment and applicances in their home which use oil, gas or electricity. The list might look something like this:

fan	toothbrush	humidifier	dishwasher
refrigerator	shaver	dehumidifier	blender
air conditioner	waffle iron	toy train	sewing machine
range	electric fry pan	mixer	lights
furnace	coffee pot	iron	clocks
water heater	rotisserie	cigarette lighter	TV
toaster	woodworking tools	hair dryer	radio
knife sharpener	wheel chair	washing machine	vacuum cleaner
heater	corn popper	clothes dryer	record player
curlers	can opener	garbage disposal	electric scissors

Step 2: If you had to get rid of 10 of these, which ones would they be? Put an X at left of each.

Step 3: If you had to get rid of 10 more, which ones would they be? Put a ✓ at left of each.

Step 4: How many do you have left? If you had to get rid of half of these, which ones would they be? Put a # at left of each.

Step 5: Number the remaining items giving the number 1 to the one you'd be least willing to give up and the others from 2 on in priority order.

Step 6: Are the items that you kept the longest the ones that use the most fuel (or energy)?

Step 7: How could you use less fuel or energy with each of the items without giving them up entirely?

An alternative exercise.

Step 1: As above but limit to electrical equipment and appliances.

Step 2: Allow each person ______ kilowatt hours of electricity. (Find out from utility company what an average family uses in a month and allow half that much.)

Step 3: Provide a chart showing amount of electricity used by various equipment and appliances.

Step 4: Allocate the kilowatt hours to the various items according to personal preference. Note how different students make different choices. Discuss ways to "stretch the allotment."

Follow-up exercise

Learn how to read the electric meter at home. Watch it when various "heavy users" are running and note amount used. Read meter daily or weekly and see if family can reduce amount of electricity used and still feel they have a high quality of life.

II. THIS OR THAT?

An exercise in value clarification and quality of life. Check your preference in each pair.

1. health or money
2. clean air or a fine house
3. safe streets or clean streets
4. trees or shopping center nearby
5. birds or superhighways
6. your own garden or tennis courts
7. parks or museums
8. theaters or amusement centers (carnival type)
9. freedom or riches
10. a sound mind or a sound body
11. eyes or ears
12. a democratic government or free food
13. a good job or lots of travel
14. a beautiful environment or a fine car
15. lots of material possessions or clean water
16. food or music
17. flowers or fine clothes
18. financial security or emotional security (that is, money or love)
19. friends or health
20. fine furniture or a fine car

Add other pairs and check preferences.

Do the above choices indicate anything about what your idea of quality of life is? List in priority order the 10 items that are most necessary for you to feel that you have a life of high quality. Do not limit yourself to those above.

III. OUR MOST IMPORTANT RESOURCE

An exercise in value clarification in the use of time:

Step One: Have students list 25 activities that they engage in often or occasionally, e.g., eat, sleep, work for pay, play ball, dance, etc.

Step Two: Put numbers at left of each to place order of preference for the activity, with number 1 the first preference.

Step Three: Allocate the 24 hours of the day to the above activities showing how much time each activity will consume.

Alternative exercise:

List 25 activities as above.

If you had to give up 5 of them, which ones would they be?

If you had to give up 5 more, which ones would they be?

How can you make your time seem to stretch so that your "allotment" of 24 hours a day can cover more of the activities you want to engage in.

Why do some people dislike *your* favorite activities and enjoy those you do not wish to engage in?

Are your preferences for the use of time different from your preferences of 5 years ago? Do you think they will change 5 years from now?

How do the preferences for the use of time differ when comparing children, young adults, older adults? When comparing males and females? Why?

IV. THE QUALITY OF LIFE AND HOME MANAGEMENT

There are all kinds of poor people, if by *poor* we mean that they don't have much money. Some have a higher quality of life than others. Much depends upon their management skills, the way they make decisions, and the values they hold.

Among the well-educated poor we find college graduates who choose not to stress in their life style the acquisition of many material possessions and the making of high salaries, and, of course, graduate students! One of the former, a Harvard magna cum laude graduate, who was a student of psychology, anthropology and languages, has written a book titled *How to Live Cheap But Good*[1] which he calls "a primer for people with high tastes and low incomes." Although some of his suggestions don't jibe with those of home economists, the book might be a useful reference and increase motivation for the study of home management because of its humorous style and cartoon-type illustrations.

---

[1]Poriss, Martin, *How to Live Cheap But Good,* New York: American Hertitage Press, 1971.

There are all kinds of rich people, too, if by *rich* we mean that they have a tremendous spirit, enjoy life and help others enjoy it, and have great inner resources.

The author of this book attempts to show how one can feel rich and have a high quality of life without much money. The book jacket says that he "practices what he preaches and shows how with a little knowledge and a lot of ingenuity you can face the problems of everyday living and emerge triumphant. . . and tells how to find high quality for low price in every aspect of daily life."

Chapter headings suggest the variety of topics he includes: Home is Where You can Find It; A Moving Experience; Shoveling Out, Fixing Up and Furnishing; Getting your Money's Worth (in utilities, books, clothes, health care, etc.); Thought for Food; Home Repairs for the Poet, and the Exodus.

The book is written in a prescriptive manner, i. e., the author gives constant commands, but if approached as one person's opinion to be analyzed, it can be interesting, and the wit can engage the interest of some students who might not like an ordinary textbook.

GETTING THERE AHEAD OF TIME

I am talking about the possibility of choosing *or* creating *our own styles of development in later life. Much of what gives old age its special character has to do with the state of one's mind and one's interpersonal relationships.*

Suppose that a person could pre-experience *himself as old while he was still chronologically young. What an opportunity this would be to develop strategies and resources for actual old age.*

— Robert Kastenbaum

PRINCIPLES AND TEACHING OF METRICS TO BE OFFERED BY CORRESPONDENCE COURSE

Some of our readers have expressed disappointment that they missed the opportunity to enroll in our Principles and Teaching of Metrics correspondence course. We are pleased to announce that this course is again being offered. If you are interested in taking this course we suggest that you see ILLINOIS TEACHER, Vol. XVIII, no. 2, November/December 1974, pages 94-125. For additional information write:

ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

ESTABLISHING EFFECTIVE COMMUNICATION PATTERNS — SOME TECHNIQUES FOR HUMANIZING THE CLASSROOM

Warren G. Wallace, D. Ed.
Sharon A. Wallace, Ph. D.
Assistant Professor
Home Economics Education
University of Oregon at Corvalis

Education to help people develop effective human relations is often cited as the exclusive domain of the "helping professions." However, with the present student/counselor ratio it is no longer practicable for counselors to be responsible for all human relations training. Responding to the current trend away from depersonalization in human affairs requires that all members of the educational team attend to the needs, demands and feelings of students. Developing effective communication skills is one means of enhancing human relations. Recent studies by Carkhuff[1] and Ivey[2] illustrate that human relations skills can effectively be taught to people outside the counseling profession.

Persons intimately associated with educational programs—students, teachers, parents, as well as society at large, value educational programs that are personalized, individualized and humanized. Approaching a class of students in a humanistic manner emphasizes the affective areas of learning as a partner to cognitive development and allows for the creation of a positive interpersonal climate within the school. If, as Rogers[3] theorizes, most learning occurs within the context of human relationships, then the absence of a warm climate usually inhibits cognitive development.

A first step in creating a humanistic environment in the school focuses on developing the ability to facilitate communication between teacher and students. Establishing humanistic communication patterns in the classroom allows students to feel satisfied with the teaching/learning process and to perceive the teacher as not only knowledgeable but also warm and genuine. Being humanistic usually does not just happen. We must work at it by reflecting upon discussions and interactions with students, evaluating past experiences and striving to take positive steps toward improving humanistic approaches used in the classroom. The remainder of this article focuses on techniques to improve the communication process, namely, attending to students, implementing open-ended questions and helping students express their feelings.

ATTENTIVENESS

An initial role for the teacher in the establishment of a relationship is the communication of *attentiveness*. The concepts of attending, proposed by Ivey[4],

---

[1]Carkhuff, R. Differential Functioning of Lay and Professional Helpers. *Journal of Counseling Psychology*, 1968, 15 (2), 117-126.

[2]Ivey, A. *Microcounseling Innovations in Interviewing Training*. Springfield, Illinois: Charles C. Thomas, 1971.

[3]Rogers C. *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill, 1969.

[4]Ivey, op. cit.

are reduced to a set of behaviors which can be taught:

(a) eye contact
(b) physical posture
(c) verbal following

Developing this set of behaviors demonstrates to a student that the teacher is interested in what he/she has to say. It creates an open atmosphere which facilitates the development of a relationship.

A teacher can employ these basic skills in the classroom. By simply observing a student, a teacher is able to obtain information from the student's nonverbal responses. Postures, mannerisms and expressions give clues as to how a student feels. *Eye contact* when listening to a student gives him/her the feeling that the teacher is interested and attending to him/her.

Physical posture, the second basic skill of attentiveness, refers to being natural, relaxed and comfortable when talking with a student, i.e., having good posture, facing the student and communicating through gestures that one cares. While the teacher is attending to the verbal and nonverbal responses of a student, the student is also observing and responding to the teacher's verbal and nonverbal cues. Good physical attention relieves tension for both teacher and student.

Verbal following, that is, using comments that follow directly what a student is discussing, is a third attending behavior. A teacher often finds him/herself leading the conversation when talking with a student, but if one is to practice verbal following, he/she should not change the subject or impose personal opinion. Suspending judgment when listening or letting the student develop the discussion, at least initially, reinforces the free expression of a student and allows him/her to explore feelings rather than being forced to respond to the teacher's needs.

OPEN-ENDED QUESTIONS

In or out of the classroom, one must often be more than attentive. Students often need help in expressing thoughts, feelings and ideas. One effective method to facilitate student expression is through the use of open-ended questions. Such a question when directed toward a student allows him/her the freedom to develop an answer in terms of what he/she is experiencing. Closed questions on the other hand can force a student to respond to the teacher's personal needs. The difference between open and closed-ended questions is illustrated below:

OPEN: "Could you tell me how you feel about the assignment?"

CLOSED: "Do you like the assignment?"

In an open question, a student is free to express and explore his/her feelings whereas in the closed question the student often gives only a brief response.

Can you read the following closed questions and restate them as open question? Following the exercise are some examples of open question responses.

CLOSED QUESTIONS:
(1) "Do you get along with your parents?"
(2) "Are you angry?"
(3) "Do you date often?"

OPEN RESPONSES:
(1) "Could you describe your relationship with your parents?"
(2) "Can you tell me how you are feeling at this moment?"
(3) "How do you feel about your dating activities?"

As seen in the above examples, asking open questions permits the student to explore him/herself with teacher support. However, closed questions may elicit only factual content, as opposed to feelings, and can often be answered with a simple yes or no. By asking closed questions a teacher not only directs the class but often concentrates so hard on the next question that he/she fails to listen to and attend to the student.

EXPRESSION OF FEELING

Through the use of attentive behavior and open questions, a student is given the opportunity to begin to express and explore him/herself. In fact, the teacher almost forces the student to respond. The question than becomes, "How do I, as a teacher, help a student learn to develop and express his/her thoughts?" One way is to try to capture the feelings a student is expressing and communicate that one can see how he/she feels, that the situation is being viewed from the student's perspective. If the teacher can capture the feelings of students, a freeing climate is created which stimulates self-awareness, self-understanding and personal growth.

To master this skill, one must listen for *feelings*, not merely the content of the conversation. This means being aware of feelings and responding to them. In the following two examples, which alternative seems to indicate best that the teacher understands the feelings being expressed? Will one choice enhance the learning atmosphere in the classroom

better than the other and evoke a more positive student response?

EXAMPLE 1: "Ohhh, are we going to be sewing the whole semester?"

(a) "Yes, so you'd better get started!"
(b) "Don't you like to sew?"
(c) "You feel like that may be a long time to spend on sewing?"

In answers (a) and (b), the teacher seems to be directing the dialogue. Answer (c) reflects the concern of a student in an open question and allows for additional feelings and values to be explored.

EXAMPLE 2: "John has left me, I feel like dying!"

(a) "Oh, it isn't that bad."
(b) "You really feel down about it and just don't know what to do."
(c) "Have you thought about other guys?"

In this example, (a) is imposing a personal judgment and, even if it were correct, it would not help the student to explore his/her feelings. Answer (c) suggests a possible solution without giving adequate recognition to the feeling involved. In this situation, (b) reflects the feeling of the student and again opens the door for further exploration.

Our goal is to listen for feelings and communicate to the student that we understand how he/she is perceiving the situation. In other words, if we were this student, how would we be feeling in that experience?

CONCLUSION

Humanistic education—a caring teacher and responsive students in a warm atmosphere—does not always just happen. It is not automatically a part of the contemporary educational setting. Each of us can contribute toward humanizing education. Humanistic education does not rest entirely on the three concepts of communication presented here, but if these concepts are implemented into the everyday classroom routine, the educational environment may be one step closer to providing a sensitive, empathetic opportunity for learning for all.

As we examine with students their ways of seeking quality in their lives, let us not forget the charm and economy of "doing with what we've got." Perhaps for a class learning sewing skills one project might be limited to use of materials brought from home. These materials might be outgrown or obsolete clothing, discarded furnishing fabrics, bits and pieces of trim, odd buttons, and assorted other leftovers. The only specification might be "nothing bought." Clothing, dolls, pillows, and a variety of other accessories might be constructed of these odds and ends. Creativity may be exibited in each of the projects. A display of final projects and a brief description of the source materials would make an interesting exhibit.

One class chose to make hand puppets from bits and pieces. Each group chose a children's book, devised a skit based on the story and made the puppets to fit the characters. It was a big success both in class and later when presented before a nursery school group.

Have you tried testing your students in their skills in dealing with meal preparation for unexpected guests at the last minute?

Some of you have tried the assignment where the student is given the following information:

- *food on hand in cabinets in their kitchen—assuming an adequate amount of most staples*
- *food (including leftovers) in the refrigerator*
- *freezer products on hand*

The student learns that four additional people will arrive for dinner in two hours. The student has the task of planning a menu using only what is on hand.

Variations of the above are planning a picnic, or a lunch to take to a sick friend, or ways to use in one day the leftovers in order to clear out the refrigerator.

ENVIRONMENTAL-POPULATION ISSUES: IMPLICATIONS FOR SECONDARY HOME ECONOMICS CURRICULUM

Lana Paramore Mangold, *Graduate Student*

Alice Elrod Whatley, Ph. D., *Assistant Professor*
Division of Teacher Education in Home Economics
University of Texas at Austin

The impact of environmental-population concepts on the future quality of life comes within the domain of concern for home economics. Since the inception of the profession, home economics has been concerned with the family as well as the surrounding environment. These concerns have been expressed repeatedly in the various definition of home economics. In the Lake Placid Conference of 1902, the following definition was recorded:

> Home Economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study especially of the relation between these two factors (pp. 70-71).

A more recent definition refers to home economics as the study of human and material forces affecting homes and families and the utilization of the knowledge for the benefit of mankind (Burleson, 1969). A profession can relate knowledge only to a limited part of the environment. Hence, home economics, in general, is concerned with individuals, the family, and the near environment which impinges upon and is subject to manipulation by the family (Creekmore, 1968).

The foregoing definitions provide a basis for an interdisciplinary course of study as indicated by the wide choice of subject matter offered by home economics since its inception. The purpose of secondary home economics, traditionally, has been the preparation of future homemakers. (Stern, 1969). Since employment for both men and women had become part of the family pattern of living, the Vocational Education Act of 1963 directed energies of home economics educators toward home economics-related occupations for wage-earning. Currently, home economics teachers assist students in developing understandings, attitudes, and abilities related to various aspects of individual and family living. Usually, family living topics are oriented towards the future quality of life for individuals, families and nations. Current issues having influence on the family system are incorporated into the course of study.

Associated with the family, the present trend of population growth has caused an array of problems. A major issue deals with the increasing numbers of people. Additionally, the wide gap between births and deaths of the human species has been instrumental in the rapid growth of the population (Millstone, 1966). Man has achieved considerable capacity to put off the advent of death, while continuing to procreate at approximately the once-essential high birth rate. At this time, consequences of uncontrolled population growth in the United States are not necessarily a matter of life and death for individuals. Nevertheless, the quality of individual life is being affected (Draper, 1969).

> The quality of man's life and the prospects for his continued survivial within a limited environmental setting are today receiving national and international attention. Over time home economists, along with other professionals, have been concerned with developing and promoting social, economic, and technological innovations which at one level have enhanced man's quality of life but which at another level may have unwittingly limited the potential for life. The rapid depletion of essential resources and the necessity to maintain man's humanness has forced us to reconsider the interdependence of man and his environment (Home Economics-New Directions, 1959).

The depletion and misuse of natural resources combined with the rapidly growing world population contribute to a number of current societal problems. Because of population pressures, some symptomatic problems arise. The problems include juvenile delinquency, inner city decay, a depleted supply of natural resources, air pollution, traffic congestion and housing shortages. Other specific problems include personal health problems and shortages of medical personnel and medical facilities.

Selected problems identified by the experts in the environmental-population field could be addressed to the home and family life area. Accordingly, the relationship of home economics and environmental-population issues has been acknowledged in the literature (East, 1970; Hock, 1970; Stycos, 1963). Further emphasis on the relationships of people to the environment has been encouraged in home economics in the middle school (Horn, 1972). Home economics educators recognize that more work in environmental and population education is needed. The 1959 statement of philosophy and objective of the American Home Economics Association, *New Directions*, noted that:

> Home economists must be among the first to anticipate and recognize change, to weigh the capacities of the individual to meet the new directions for professional programs of benefit to families (p. 8).

Home economics has a vital role to play in the development and educational process of families. Recently, in the *Journal of Home Economics*, Nancy Ignatius (1972) stated:

> You, as a professional home economist, can play a particularly important role in combating these threatening hazards (environmental degradation and over-population hazards) that surround us. In your profession you study the problems facing families today, you are concerned with the quality of family life, and you influence the values and habits of countless families in addition to your own. (p. 22)

In the classrooms, home economists have tended to take a unifocal view of both the environment (food, clothing, and shelter) and the family (human relationships and development of individuals). However, in the field of home economics, environmental-population awareness could be incorporated into the curriculum at this time.

The study of the family as an interdependent life support system has not been included in the home economics curriculum. The family as a life support system is dependent upon the natural environment for physical sustenance and upon the social organizations for life quality ond meaning. Home economists have emphasized the social-emotional environment. However, it is suggested that the natural and social environment must be linked while focusing on the family, promoting uniqueness and strength in the field of home economics.

A curricular focal point, with the home as an ecosystem, is one place to start in the home economics area. If each household were thought of as a system of inputs and outputs of energy and materials, a means of relating to the larger urban and rural ecosystems could be provided. Learning how the systems relate and operate and learning where one fits into the picture might help alleviate some feelings of alienation between the individual and various components of the environment. Further, learning what affects the health of the ecosystems that sustain and inspire individuals, would provide a better informed and more aware citizenry (Burleson, 1969b).

The ecosystem concept could become an integral part of home and family living courses, since family life education is an evolving concept. During the present century family life education has grown from a somewhat narrow, general study of human sexuality with emphasis on the biological and behavioral aspects, to a more inclusive study of the facets associated with personal and family development. Family life education was originally addressed to youth and parents. Now the family life area is addressed to individuals at each stage of the life cycle. Additionally, responsibility for the individual's growth has come to rest not only on the home, church, and school, but on the total community. In general, family life education involves relations with parents, siblings and others in authority and in the social milieu; the changing environment, needs and responsibilities; value systems of society; living with and growing from both success and failure; and gaining the physical, mental, and social maturity which will encourage responsible, rewarding sexual expression (Fleming, 1970).

Generally speaking, the following forecast in relation to environment and population issues is suggested by the literature: that a greater population density will occur in the urban complex within the United States; that mounting environmental pollution and scarcity of natural resources will cause man to have increased physical and mental stress and to look

for new avenues of resources; and that a continuous change in the family will occur in relation to structure, value, and roles of individual family members. Additionally, the forecasts have implications for the homemaking curriculum by suggesting the following educational objectives (Brewer, 1971):

1. To assist in the development of quality interpersonal relationships and partnerships between men and women in the family and new norms for parenthood.
2. To design an environment which will enable man to develop humaneness and to develop intellectual and emotional stability to cope with change and marked diversity in the world.
3. To increase public awareness of the relatedness of environmental quality and human welfare.
4. To maximize the utilization of resources: men, material, money, machines—in the attainment of family goals.
5. To broaden understandings and competencies in assuming the varied functional roles of individual family members for the optimum development of a stable family.

Additionally, the position paper on population and family planning by the National Council on Family Relations (1972) offered support for population education stating:

> Because of the National Council's regard for the quality of life, family well-being, and personal fulfillment, growing concern over population pressures, environmental impairment, and the large number of unwanted and unloved children has arisen. A mounting anxiety stems from public apathy and lack of concern over the need for stabilizing the population in a finite land of limited resources. Responding to a concern for upholding the quality of life, and the wish to preserve the family with human dignity; the National Council on Family Relations supports the following objective:
>
> Population and family planning education should be inaugurated in schools at all instructional levels, kindergarten through twelfth grade, technical schools, colleges and universities, and in adult education programs. A maximum effort should be made to work toward a population level consistent with natural resources limitations and the preservation of human dignity (p. 1).

Milstone (1966) notes that interest has been expressed in the development of population curriculum, but to date little has been done to develop needed materials. American schools need guidance, courage and imagination to develop and interpret environmental-population programs (Simpson, 1969). As a family and service oriented discipline, home economics has an opportunity to make a unique contribution, relevant to the needs of secondary students today through the incorporation of environmental-population issues influencing the quality of life.

SELECTED REFERENCES

Brewer, Michael F. (Ed.) "Where Will the Next 50 Million Americans Live?" *Population Bulletin*, Vol. 27, No. 5 (October, 1971), Washington, D.C.

Burleson, David. *Population Awareness in Secondary Education*. A Colombian Case, p. 414. (a)

Burleson, David. *The Time is Now: Population Education*. A commentary and annotated bibliography, Harvard University, May, 1969. (b)

Byrd, Flossie M. "A Definition of Home Economics for the 70's" *Journal of Home Economics*. Vol. 62, No. 6 (June, 1970), pp. 411-415.

Compton, Norma H. and Olive Hall. *Foundations of Home Economics Research: An Ecology Approach*. Burgess Publishing Co., 1970 (a)

Compton, Norma H. "The Focus Is On The Environment", *Journal of Home Economics*. (September, 1972), pp. 6-12. (b)

Creekmore, A. M. "The Concept Basic to Home Economics". *Journal of Home Economics*. Vol. 60, No. 2 (February, 1968) p. 95.

Draper, William H. J. *Is Zero Population Growth the Answer?* Washington, D.C. (December 2, 1969), pp. 1-6.

East, Marjorie. "Family Life By The Year 2000." *Journal of Home Economics*, Vol. 62, No. 1 (January, 1970), pp. 13-18.

Ehrlich, Paul R. *The Population Bomb*. New York: Ballantine Books, 1968.

Fleming, Thomas and Alice. "What Kids Still Don't Know About Sex." *Look*. (July 29, 1970), pp. 56-58.

Fleck, Henrietta. "Facing the Environmental Crisis." *Forecast*. Vol. 16, No. 4 (December, 1970), p. F-9.

Hauser, Philip M. "Population—Gap in the Curriculum." *The Teachers College Record*. Vol. 62, No. 6 (March, 1962).

Home Economics—New Directions: *A Statement of Philosophy and Objectives*. Washington, D.C.: American Home Economics Association, 1959, p. 4.

Hook, Nancy C. and Beatrice Paolucci. "The Family as an Ecosystem." *Journal of Home Economics*. Vol. 62, No. 5 (May, 1970), pp. 315-318.

Horn, Fern M. "Home Economics In The Middle School." *Illinois Teacher*, Vol. XV, No. 5, (May-June, 1972), pp. 106-109.

Ignatius, Nancy. "Wanted: Ecology Minded Home Economists." *Journal of Home Economics*. Vol. 64, No. 5 (May, 1972), pp. 22-25.

Lake Placid Conference on Home Economics. Proceedings of Conference 1 to 10, 1899-1908. Washington, D.C.: American Home Economics Association. Proceedings of the Fourth Annual Conference, 1902, pp. 70-71.

Mangold, Lana. "Evaluation of Selected Environment and Population Materials for the Secondary Homemaking Curriculum." Unpublished thesis in partial fulfillment of the requirements for the degree of Master of Arts, The University of Texas at Austin, 1971. (a)

Mangold, Lana, et al. *Source book for Teachers on Environment-Population*. Washington, D.C.: Developed as part of the Advanced Studies Program in Environmental Education of the Institute for the Study of Health and Society under Federal Contract CPE-R-70-pp 54 from the Department of Health, Education, and Welfare and the Department of Interior, 1970. (b)

Miles, Rufus E., Jr. "Man's Population Predicament." *Population Bulletin*, Vol. 27, No. 2 (April, 1971). Washington, D.C.: Population Reference Bureau, Inc.

Millstone, Dorothy L. (Ed.) Family Planning, *Population Problems and the Secondary School Curriculum*. New York: Planned Parenthood Federation of American, Inc., 1966.

Morgan, William E., Jr. "The Need for Population Education." *Population Bulletin* (February, 1970). Washington, D.C.: Population Reference Bureau, Inc.

Stern, Edgar E. "Family Life Education: Some Rationales and Contents". *The Family Coordinator*, Vol. 18, No. 1 (January, 1969), pp. 39-43.

Simpson, Elizabeth J. "Curriculum Development Challenges in Home Economics." *The Education Digest*, Vol. 34, No. 8 (April, 1969), pp. 49-51.

Stycos, J. M. "Obstacles to Programs of Population Control— Facts and Fancies." *Marriage and Family Living*, Vol. 25, No. 1 (February, 1963), pp. 5-13.

Taylor, Leslie. "Women's Education Called Key to Population Control." The Austin Statesman. Austin, Texas (November 17, 1971).

"The Position Paper." National Council on Family Relations, 1972. Population and Family Planning.

Touriqny, Ann Ward. "Teaching Population Ecology at the Junior High Level." *The Family Coordinator*, Vol. 21, No. 2 (April, 1971), pp. 171-172.

"TWO-WAY STREET"

Mabel Black
State Supervisor, Ohio Dept. of Education
Home Economics Section, Division of Vocational Education
and Project Director of "Two-Way Street"

Educational TV in soap opera format! Introducing "Two-Way Street!" This new series of twelve half-hour programs, in color, was planned to reinforce and encourage participation in Ohio's programs of family life education.

Information, drama and humor are interwoven in the episodes of an inner-city family and its neighbors. Given some exposure to family life education, Winston and Hattie Jones gradually progress from an attitude of defeat to an optimistic outlook to a bright new future.

Sponsored by the Division of Vocational Education, Ohio Department of Education, and produced at WBGU-TV, Bowling Green, the series was premiered in Ohio early in 1975 where it has been aired on both commercial and public television.

The Home Economics Section, Division of Vocational Education, was actively involved throughout the planning and production of "Two-Way Street" to insure that the informational content was in keeping with the goals of Ohio's family life education programs.

Available on 16mm. colored film, as well as on video cassette, "Two-Way Street" is, at the present time, under consideration for national distribution. Discussion Leader Guides have been developed to facilitate discussion in planned viewing/discussion group meetings.

Although directed toward the needs and interests of homemakers of Ohio's depressed areas, use of the series is recommended for classes in family living and to elicit discussion in any group concerned with interpersonal relations, parent education and child development. It has been used in sociology classes at Ohio State University and Bowling Green State University and in family living classes at the University of Akron. It has been recommended for use in in-service programming for teachers, especially those from schools of high impact areas.

The problem of reaching the "hard-to-reach" has always been a challenge. Outreach Workers knock on many doors where there is never a response. From inside, the sounds of a television program indicate that someone *is* at home — but many, many people knock on the doors of the inner-city resident, and so it is simpler to "turn a deaf ear", just to pretend that no one is home.

As the outreach workers leaves, she may see a curtain move, almost imperceptibly, and she knows that this is another family she has been unable to reach.

Those who have worked closely with the disadvantaged are well aware of their "addiction" to television. Research conducted in connection with "Sesame Street" revealed that 90% of households with incomes of $5000 a year owned at least one television set.

In a survey of inner-city viewing preferences, Dr. Harold Mendelsohn, Professor of Communications, The University of Denver, found that the kind of program listed by the highest proportion of respondents as first choice and as second choice was the daytime serial. His conclusion was that "if the prime function of television was a learning function and the preferred program format was the "soap opera", it seemed very likely that soap operas were, in fact, being used as learning material."

Herbert J. Gans, reporting on findings of a survey of adult and adolescent New York television viewers in, "The Uses of Television and Their Educational Implications", related that the respondents found entertainment programs more helpful than advice programs. Some said they had gotten help by observing the way in which a dramatic character in a soap opera handled a problem. Given a choice, the indigent preferred to watch characters of their own income level and programs about people with problems.

Mr. Gans decided that television may encourage learning precisely because it is not perceived as educational and that the moment a television program becomes strictly educational, it loses much of its appeal to children and adolescents, as well as to adults. He concluded that television must entertain as well as to educate.

Reporting on "Research at the Childrens' Television Workshop" Edward L. Palmer wrote, "We know that when television is used imaginatively and on its own terms, it has an observable, if perhaps unintended, impact".

Plans for Ohio's television project were first discussed early in 1971 by Dr. G. Robert Bowers, Assistant Superintendent of Instruction and Dr. Byrl R. Shoemaker, Director of Vocational Education, Ohio Department of Education. Soon afterward the Home Economics Section of the Ohio Department of Education and Ohio's Directors of Family Life Education became involved. A program advisory panel was established to determine the format and content of the series, and it was decided that each script

would be submitted to a review committee for approval and recommendations.

Initially, a conventional type of educational format had been considered. This would have consisted of demonstrations, informal discussions, and interviews — all related to family life education. Based on what was indicated to be of greatest appeal to the inner-city homemaker, plans for a series of soap operas focusing on the life of an inner-city family began to evolve. Educational information was to be interspersed judiciously — enough to make an impact — not so much as to be identified "education".

Plans were for the set to consist of a living-dining-kitchen area of a typical inner-city home. This is where most of the action would take place. Family interaction, child care, meal planning and preparation, home management, budgeting and budget decorating were areas to be included.

In addition, on-location film work was also to be included, such as shopping trips, visits to the Family Life Center, and other excursions. As is customary in the family life education programs, a "connector" from the "Center" would visit periodically to bring new ideas, news of new programs, and other bits of family life education information. The style and format were to be entertaining and acceptable to the intended audience, as well as informational, stimulating and motivating.

In spite of delays and frustrations of many kinds, as are customary in a production of this kind, the series was completed on schedule. Those who had been most closely involved in the production of "Two-Way Street" were left with the satisfied feeling that we had accomplished what we had set out to accomplish.

Major sources of funds for production of these dramas were provided by the Division of Vocational Education, Ohio Department of Education with Part F funds provided by the vocational Amendments of 1968 and by the Ohio Department of Public Welfare with funds designated to reinforce existing programs of Family Life Education (Provided by the Social Security Act.) WBGU-TV, Bowling Green and the Toledo Family Life Education Center also contributed funds.

Executive producer of the series was Patrick Fitzgerald of WBGU-TV. Script writer was Dennis Turner, New York, and Dramatic Director was Dr. Roger Gross, Professor of Speech, Bowling Green State University.

Ohio's Programs of Family Life Education: Some Background for "Two-Way Street"

Family life education, parent education and child development have long been an important part of the vocational home economics program. In Ohio, adult programs of family life education were initiated in Toledo in 1939. Selected by the U. S. Office of Education as the site for one of four community programs in the United States, the goal was to improve and strengthen families and to do experimental work in family life education.

Since that time, such programs have expanded to other Ohio cities. Youngstown, Cincinnati and Zanesville have had on-going programs of family life education since the late '40's and early '50's. Cincinnati initiated a program of Parent Education in 1952 to train lay leaders in the community to work with parents assisting them to gain an understanding of child growth and development. This program has continued to the present.

In the early '60's, Ohio's emphasis in family life education began to be directed toward the establishment of programs for the disadvantaged. Research findings of "remediation" programs for the disadvantaged indicated clearly to Ohio's leaders in vocational education that in order to bring about improvement in the lives and potential of the disadvantaged, these changes would have to begin in their homes and within their families. Dr. Byrl R. Shoemaker, Director of Vocational Education, and Mrs. Sonia Cole Price, Assistant Director, Home Economics Section, were major forces behind the development and implementation of these special programs for the disadvantaged.

In Columbus, Toledo, and Youngstown, programs were initiated in 1962, and in 1967, in Cleveland, classes in family life education were taken to the people in four metropolitan housing areas, and an all-out effort was made, via individual "connectors" to reach the hard-to-reach people.

Major emphasis was placed on child development, interpersonal relations, consumer education and nutrition. Opportunities for re-upholstering, sewing, and participating in various craft activities were also provided for the motivational impact essential in recruiting and maintaining participants from the target population.

Mothers brought their pre-school children with them to the center, and while they were at class, their children were cared for and participated in special enrichment programs planned for them.

Programs have since been established in all of Ohio's eight major cities, in Zanesville, and in eight counties of rural Appalachian Ohio. Fifteen to eighteen centers are presently in operation in several of the urban and rural programs.

In the cities, family life education programs have become a cooperative effort of the State Department of Education, the local board of education and metropolitan housing authorities, who furnish space for classes, rent-free. In rural areas, classes are held wherever available space can be found. In the Tri-County area, including Athens, Hocking and Perry Counties, a minibus is used to transport homemakers and all the required equipment to the class site.

During fiscal year 1974, attention was given to implementing or reinforcing an infant stimulation component in which parents learn the importance of their role in the physical, intellectual, emotional, and social development of their children. They are encouraged to spend time with their infants, talking to

them, responding to them and stimulating their response by means of activities and toys.

Toy lending libraries, a part of many of the programs, provide a variety of experiences to children who may have never before had toys. In addition, mothers are shown how to make toys from inexpensive or discardable items found around any home.

The benefits are two-fold, for as the mother directs her attention to the development of her child, her own feeling of self-worth is enhanced. To as great an extent as possible, fathers, too, are encouraged to participate.

During the past year, a special evaluation of each family life education program was conducted. Sponsored by the Ohio Advisory Council, on-site visits of several days to a week's duration were made to each program site. Findings were rewardingly positive and indicated that the programs do, indeed, provide the benefits which are indicated in the program objectives.

A Suggested Reference

Interested in value clarification and moral education? We suggest that you may want to look at PHI DELTA KAPPAN, vol. LVI, no. 10, June 1975, which has the title "Moral Education."

This issue presents ideas by several leaders in this area. Three main programs are presented: (1) the cognitive-developmental, (2) value clarification, and (3) cognitive. Proponents give the strengths of their programs; other authors reply with critiques of those same programs.

Lawrence Kohlberg, writing about the cognitive-developmental approach, feels that moral development progresses through stages. This idea of stages or levels has also been central to the studies of Dewey, Piaget, Dougall, Hobhouse, and Baldwin.

Kohlberg feels his concept of stages implies that an individual may progress from the first and basic stage of *punishment-and-obedience orientation* through stages two, three, four, and five to stage six which is the *universal-ethical-principle orientation.* Some individuals never progress beyond the PRECONVENTIONAL LEVEL, stages 1 and 2. For others progression stops at the CONVENTIONAL LEVEL, stages 3 and 4. Still others make it to the POSTCONVENTIONAL, AUTONOMOUS or PRINCIPLED LEVEL, stages 5 and 6. "Under all conditions except extreme trauma, movement is always forward, never backward. Individuals never skip stages; movement is always to the next stage up." Higher stage thinking involves lower stage thinking. "There is a tendency to function at or prefer the highest stage available." (p. 670)

Sidney B. Simon and Polly deSherbinin write about value clarification. They list the specific aims of value clarification as: helping people to become more purposeful, helping people become more productive, helping people sharpen their critical thinking, and helping people have better relations with each other. (pp. 680-681) Various exercises and activities are employed to lead people to discover and examine their own values. Critics of this program, however, feel that it doesn't go far enough; they think that mere awareness is not enough.

"Cognitive Moral Education" is the subject of an article by Michael Scriven. He believes the schools should teach its students how to analyze moral standards. He says, "There is an objectivity of fact – not a perfect objectivity of knowledge – on which ethics must be built, or rot away. It does not justify intolerance, but neither does it justify relativism or a moral education that teaches relativism or implies it." (p. 694) Scriven criticizes the affectivists as a bunch of do-gooders whose direction is either undefined or undefended. He criticized the developmentalists as lacking validation of their approach, and questions whether at a lower stage a person is less right than a person at a higher stage.

We think you will find this issue interesting as you seek to explore your own teaching of moral issues.

The American Fairy-Tale or Why Amy Didn't Live Happily Ever After*

The reason, the author points out, is embedded in what we call the American Dream—a grabbag of illusions that can place crushing burdens on all, but especially on the impressionable young.

DAROLD A. TREFFERT, M. D.

The Author: *Darold A. Treffert, M. D., is director of the Winnebago Mental Health Institute, Winnebago, Wisconsin, and has a private psychiatric practice in Fond du Lac, Wisconsin.*

Amy always had straight A's on her report card. But on the last day of her 14th year, Amy got a B. And on the first day of her 15th year—her birthday—Amy hanged herself. She left a note—a final communique—a brief postscript to a brief life:

> "Mom and Dad have never said anything to me about having to get good grades. In fact, we rarely talk about it. But I know they do not want, nor could they tolerate, a failure. And if I fail in what I do, I fail in what I am. Good-bye."

In her short life, Amy lived out what I call the American Fairy-Tale. It was, in fact, Amy's death and Amy's note that moved me to write this all-American fable to which not only Amy but hundreds and thousands like her—and like us—regularly fall victim.

☆ ☆ ☆ ☆

Once upon a time, there was a little boy who lived in a very rich country. In fact, it was the richest country in the whole world. It had the biggest cities, the biggest missiles, and biggest Gross National Product of any country anywhere.

The little boy's Daddy worked for a big computer company. It made wonderful computers, which could solve problems in an instant that a man with paper and pencil couldn't solve in a whole lifetime.

The little boy's Mommy was very pretty. And she was very smart. Because she was very smart, she paid a lady to do the menial, unsmart jobs of cooking and raising a family so she could do important work in a very important office.

Because Mommy did important work, the little boy was able to go to the very nicest school, which had the finest equipment, used the newest methods for loving children, and had many, many wise consultants, who told the teachers how to be. The little boy learned at this fine school that he had a very high I. Q. and lots of potential if only he would use it. Because he was smarter than the other children, he found out he was *better* than the other children.

As he grew up, he learned that what he *was* did not matter; it was what he *did* that was important. As long as he could *do*, he didn't have to *be*. So he did many things. He studied hard and got into the top reading group, the Robin Hoods (the Bluejays read very poorly). In high school he was an honor student. The school taught him scientifically how to do. And his Mommy and Daddy were very proud of all the things he did.

Soon he married and went to work. It was easy to work for his company because it gave him an image. The people there instructed him on what to do and in what to be.

He wanted two cars and a swimming pool, just like his Daddy had. He knew these things were important. These things were happy things. And he wanted to be the happiest person in the whole world. So the more things he got, the happier he became. Soon he was so happy he didn't feel frightened, or sad, or nervous like other people. All the things he did, and all the things he had, made his life full and fun. He never hurt inside at all.

He and his wife had no problems; they got along very well. Each liked all the things the other did and all the things the other had. Why, they were not only happily married, they were more happily married than anyone else in the whole world. Happiness was a right, they learned, not a pursuit—a destination, not a journey. Problems and trouble were absent.

After all, that was the way it was supposed to be, the way God Himself intended.

And that being the case, they lived happily ever after.

☆ ☆ ☆ ☆

Like other fairy-tales, the American Fairy-Tale doesn't come true. As many of us seem to be slowly finding out.

And for some of us—one every 20 minutes in the United States—the American Fairy-Tale ends abruptly as it did for Amy. Alarmingly, the incidence of suicide among children and adolescents has tripled in the United States during the last ten years.

For others, the American Fairy-Tale ends at psychiatric hospitals, such as the one I manage, where admissions continue on an upward spiral each year, especially among the young. Already, more than 50 percent of the patients in public and private psychiatric hospitals in our country are under 21 years of age.

But for countless others, the American Fairy-Tale never ends at all. It continues throughout a whole lifetime perhaps, as a feeling of gnawing emptiness and loneliness, or a meaninglessness expressed not as a fear that something awful will happen in one's life, but rather as a fear that *nothing* will happen in one's life. A meaninglessness seen as a permeating lack of joy among both young and old.

No one could long sit in my chair, as director of this psychiatric hospital, without noticing that, in the steady stream of deeply troubled people who daily parade by, the faces keep changing, but the theme remains the same. And the themes are straight out of the American Fairy-Tale.

1. Happiness Is Things

The first theme in the Tale is the idea that happiness is things. The more things you have, the happier you are; and the way to become happier is to accumulate more things. As a result, many of us have come to measure ourselves by what we *have* rather than what we *are*. And as a consequence, many of our children, those who have been goodied to death, sometimes have come to feel quite literally like possessions rather than persons.

Children want Mom and Dad not simply to amuse them, but to imvolve them and value them as people. Fortunately, some of the young now seem to be gradually turning away from *things* as they learn that an identity built only on things crumbles when you reach out for it and collapses when you try to lean on it.

2. Happiness Is What You Do, Not What You Are

The second theme concerns the crucial and critical distinction between what one *does* and what one *is*. Our society has become preoccupied chiefly with doing and producing, instead of with being. In fact, we measure our country in terms of gross national product, but we overlook our gross national neurosis, which is our preoccupation with producing.

Not that what one does is not important; it simply is not *all* important. There should be a balance between what one does and what one is. Take away all the things that you do—your roles, your diplomas and citations, your net earnings, your titles and your badges—and what is left is what you are. And the extent to which you feel good about what is left—your identity, your core, you I-am-ness, your uniqueness—to that extent you feel comfortable, worthwhile.

We're talking about the corny feeling of "I count."

We're talking about being able to say simply, "I have failed at something," when some effort has gone awry, rather than saying "I am a failure." It's the capacity to say, "I like you, but I don't like what you do" to our kids when we differ with them on their behavior, but not on their worth as individuals. It is the soul song that says, "I may be black, but I am somebody." It is the teen-age hit that shouts, " 'I am,' I said. 'I am,' I cried."

An academic distinction? It wasn't academic to Amy. She *was* what she *did*. Amy didn't feel worthwhile and important and special.

We convey specialness and importance and worth to those who are important to us by being *un*apathetic to them. A large number of the problems that fill our hospitals are not problems of poverty, or affluence, or even permissiveness. The problems are largely those of apathy.

The psychoanalyst Rollo May, in his book *Love and Will*, said it best when he pointed out, " the opposite of love isn't hate, the opposite of love is apathy." For the most hideous thing you can do to those significant in your life is not to hate them, for love and hate are really very close together, as you know if you've ever been close to someone. The most hideous thing you can do is to be apathetic toward them.

Apathy kills people. Apathy killed Amy. And there are a thousand ways to be apathetic.

3. Happiness Is Having a Round Soul

The third theme of the American Fairy-Tale peddles the myth of the all-American soul, mass-produced, popularly shaped, one size fits all.

An adolescent patient of mine described that pressure of conformity and uniformity to me in this way:

> "We live on a round planet. We assume, therefore, that all the other planets are round like the one we live on.
>
> "But God, looking out over the universe, sees all kinds of planets. There are round ones and oval ones and triangular ones and square ones. They are not all round like the one we live on.
>
> "What happens is that before you're born God sorts your soul out. If you've got a round soul, he puts you on a round planet; if you've got an oval soul, he puts you on an oval planet; and if you've got a triangular soul, he puts you on a triangular planet.
>
> "In my case God made a mistake. I've got an oval soul, and he put me on a round planet.
>
> "The school keeps trying to file my soul round, like everyone else. I'm decomposing in school, and when I graduate, I will simply give up my seat to some new, starry-eyed cadaver-to-be."

That statement may seem harsh and overdetermined, but it highlights the all-American push for each of us and each of our children to have a standardized, franchised, sanitized, Good Housekeeping-Seal-of-Approval soul. Yet, as communication expands, and as social and economic barriers melt, and as an increasing population crowds onto a planet of fixed size, we will have to have ever greater tolerance for an acceptance of a whole variety of souls, be they round, oval, rectangular, or square.

This prospect presents not an ominous problem, but an unparalleled opportunity: a chance to say "Hello" to each other. Marriage, for example, need not be a 25-year power struggle, with he and his round soul trying to sand, beat, or file her oval soul into "proper" shape; and she with her oval soul trying to squeeze, push, or stomp his round soul into "proper" shape. Instead, it can be a discovery that indeed there is something to be said for both shapes and that there is room for both under a single roof. What a difference that makes in a relationship!

4. Happiness Is Mental Health

The fourth theme of the American Fairy-Tale is that mental health is the absence of problems. But, of course, mental health is *not* the absence of problems; rather it is the capacity to *cope* with problems: a critical, critical difference.

Perhaps because we didn't want our young to have to feel all the pain that we have felt, we've tried to remove frustration, boredom, loneliness, and hurt from their world. As a result, a whole generation has come to feel that it is unAmerican to experience any of these emotions.

Because the problems of our time seem so monumental and hopeless, we have tried to shield our young from them. But in so doing, we have deprived our young of the ability to put our The-Sky-Is-Falling mentality into proper perspective. So, convinced that they will all be dead in five years, drowned in a sea of disposable bottles, the young have developed a Titanic mentality: "If the ship's going down anyway, I might as well go first class."

Once we've reinculcated into ourselves the fact that some loneliness, some boredom, some frustrations, and some hurt are a small but legitimate part of the human predicament, then we can successfully integrate that fact into the thinking of our kids.

They are up to dealing with difficulty if we are.

5. Happiness Is Communicating into Outer Space

At a time when we can communicate live and in color from our living rooms with astronauts some 250,000 miles away, it seems tragic that people who live together, within touching distance of each other, often are not able to communicate with one another.

Perhaps our need to communicate further and further into outer space stems from an inner hunger to communicate with the people around us, with the people who are closest to us.

In part, the communication vacuum stems simply from our being too busy with important things to hear those around us. In part, it is because experience is more rapid, fragmented, and complex than ever before. Some of our new information has a life span of only five years, and whole value systems obsolesce quickly, too, thereby widening the gaps not only between generations but even within generations.

In our rapidly changing milieu, it is no easier for a parent to understand why the three-car garage and the swimming pool are not purpose enough for his youngster than it is for his youngster to understand why those things are of any purpose at all for his parents.

But mostly the communication vacuum arises because both parties to the transaction forget that communication is basically a listening stance. You cannot hate someone you truly understand, and understanding arises only from listening. Yet the time that all of us take to exercise the courage, patience, and discipline of active listening is pitifully minimal.

Fairy-tales ordinarily do not require antidotes. But the American Fairy-Tale does—at least in my opinion. So, I'd like to prescribe one.

This remedy comes from an unlikely source—a group of drug abusers. The prescription was originally compounded by The Family, a drug treatment program at Mendocino Hospital in California, but now it is liberally applied in our drug-treatment program in Winnebago, Wisconsin: The Tellurian Community:

"The cure for drug abuse is a meaningful life. But the creation of a meaningful life is a goal for all of us, whether we abuse drugs or not. We assume it should have some of the following characteristics:

- It should have some warm, human relationships.
- It should have in it the opportunity for self-expression and honesty without penalty.
- It should have a sense of structure and hope for the future.
- It should provide a sense of belonging to something larger than oneself that is worthwhile.
- It should be a life that one has made through one's own efforts."

There is no one of us who cannot inject more warmth and more humanness into those significant relationships around us. Likewise, there is no one of us (or of our profession) who cannot actively work at providing more opportunity for honesty and openness with those around us. Nor have we done well in providing hope and structure for our young; we need to do better.

A sense of belonging may well be "different strokes for different folks," whether you call that something-bigger-than-oneself God, Peace, Tellurian Community, or Guru. And a life one has made through one's own efforts is the famous prayer of the late Gestalt therapist Frederick Perls.

"I am I and you are you
I am not in this world to live
up to your expectations
And you are not in this world
to live up to mine
I do my thing, and you
do your thing
If by chance we should meet
It's beautiful
If not, it can't be helped."

If each person in each house in each community would apply that prescription to themselves and to those around them, we could do much to undo the tragic effects of the unfortunate fable I call the American Fairy-Tale.

In his book *The American Nightmare,* Sidney J. Slomich relates the following anecdote. A man has a terrible nightmare in which he is about to be devoured by a monster. Startled and panic stricken, the man wakes up, only to find that the monster is in the room, still with him. Terrified, he pleads with the monster: "I'm afraid to go back to sleep. If I do, what's going to happen to me?" Shrugging, the monster replies, "Don't ask me; it's *your* nightmare."

Will the American Fairy-Tale consume and devour us all? I don't know; it's *our* Fairy-Tale.

Life is not a spectacle or a feast; it is a predicament. — George Santayana, Articles and Essays

HOUSING CAN MEET PEOPLE'S NEEDS

Michael and Cynthia Theiss

Editors Note:

Cynthia Theiss, a former graduate assistant in the Division of Home Economics education at the University of Illinois and co-author of "Letters from your Unborn Baby" in *Illinois Teacher,* Vol XIV no 2, is a home economist and her husband, Michael, is an architect. The *Illinois Teacher* thought readers might find interesting their joint authorship of an article on housing. They are presently living in Manchester, Conn. where Mike is plying his trade, Cindy is free-lancing, and both are raising two lively young sons.

From an architect's viewpoint:

When an architect thinks about housing, two main thoughts are likely to come to mind. First, most people (single or couples) have quite limited ideas of what they want or need in housing. Secondly, architects are involved in only about 6% of all single family homes, and 25% to 40% of multiple family dwellings. Many architects get very concerned, but are busy designing banks or shopping centers, and let family housing take care of itself. For those architects who do try to improve the housing situation, a third sobering thought confronts them. Although the housing industry is the largest single industry in this country, it is also the most fragmented. It contains firms composed of a couple of entrepreneurs to multimillion dollar development corporations.

All three of the above thoughts are related and require joint solutions. If the housing industry were organized like GMC or Ford to spend millions of dollars on national advertising and marketing, it is likely that many people would know what to look for in housing. Also, if there were a housing equivalent of GMC or Ford, there would be a strong unifying center for the industry like the effective auto manufacturer's lobby in Washington, D.C. Finally, if there existed this strong central influence, architects might be able to move more effectively into the family housing arena.

As the situation is now, when an architect is asked to design a housing unit he must start almost completely afresh each time. He must discover what his clients think they want, and somehow guide them in defining their needs and wants more clearly. Then, he must put together thousands of non-standard pieces from hundreds of manufacturers in such a way that the new owners can afford what they want or want what they can afford. This whole process can take anywhere from two weeks to several months. At fees ranging from $150 to $300 a day, few people can afford a custom-designed "home". This whole task would be much simpler if there were standard housing components that could be easily assembled and re-use as needed. This can only be possible if the housing industry becomes more unified.

So, what the typical architect who is concerned about family housing might conclude is that three main areas need much work: (1) strong housing industry unification to permit some standardization of housing components, (2) national industry-sponsored advertising and marketing to educate the housing buyer in what to look for and expect in housing, and (3) architects, as a group, to become more involved in this country's housing troubles. If it moves toward these goals, the housing industry could take on new life. A single person or couple could shop for housing much as they now buy a car. With models of varying size, quality, and cost to choose from, different options could be more available at the time of purchase or added later. Housing could grow as a family grows with standard components added, or rooms could be dismantled with components removed as needs change. Used components could be purchased at reduced cost so that added rooms would not need to be bought at new prices.

This modular concept of housing built on smaller size lots would not only meet people's housing needs but could significantly bring down the cost of a new house that was on the average $41,300 in 1974. Existing homes are not that much more affordable with their average price being $35,600 in 1974. The average U. S. family's income of $12,051 a year is insufficient to finance the present cost of single fam-

ily dwellings.

Hopefully someday, Americans can be able to make a decision about their housing from many alternatives and with a knowledge of their needs and wants to make the right decisions.

From a home economist's viewpoint:

The purpose of housing is to provide an environment for comfortable and pleasant home life. The plans of a dwelling begin not with the structure itself, but with the needs of the people who will occupy it. The housing needs of a given family or household are determined partially by the stage that it has reached in the cycle of its life, and the interests it has developed.

A family life cycle can be thought of as having four stages. The business of making a home begins when a couple gets married. The early years of marriage are devoted to acquiring possessions, adjusting to each other, and making future plans. Most newly-married couples have not built up a substantial savings yet to purchase a house of their own, so apartments of varying size are likely to fill their housing needs. Then, the couple is free from structural maintenance worries and perhaps yard work. The budget plan can be more exact, and goals made for future housing arrangements. While living in rented dwellings, the couple can discover characteristics of house plans which they can choose or avoid when purchasing their own. Most of the couple's energies at this stage of their life cycle are devoted to making a life with each other and establishing a sense of "home".

The second stage is referred to as the "crowded years" when babies and small children become part of the family. A well-planned dwelling is needed at this time, with emphasis on the non-social functions of the dwelling. The housekeeping activities, such as preparing food, serving meals, washing dishes, laundering and house cleaning can be made easier by the efficient planning of work areas. Other important functions of the dwelling at this time are space for the children to play, room for hobbies, and sufficient storage for miscellaneous household goods. It is during this period of family life that many couples purchase a "home" of their own whether it is a single family unit or a condominium-type arrangement.

One of the primary considerations is their economic situation. The general recommendations of lenders that a maximum of 2½ times the yearly income be spent for a house, and no more than one-quarter of the month's salary for the mortgage payment is helpful in thinking about how much a family can afford to spend. Other monetary commitments need to be considered besides taxes, any special assessments and mortgage payments (principal and interest). These are the mortgage and hazard insurance premium, maintenance and repairs, and utilities.

Today, it is increasingly important to select a house that will meet the family's needs for a substantial period of time. Fluctuating interest rates, tighter mortgage money, and increasing building costs may make it difficult for the family to move into another house.

During the "peak years" with all the children in school and as teenagers, the house must stretch to its fullest extent. The house can foster or inhibit harmonious relationships between family members. Facilities are needed so individuals can withdraw for rest, study or contemplation, or for the family to congregate for group activities and discussions. The need for private or individual and "public" or family areas can often mean the difference between family well-being or family frustration.

Additions may be made to the house to fulfill current needs and avoid the necessity of moving to a larger house. For example, many families provide the need of informal living by having what is known as a "rumpus", "T. V." or "family" room in addition to a living room.

The two-person household reappears during the later years. The large family house may now be too large for the couple to maintain comfortably, so a smaller dwelling may be desirable. As the couple advances in years, considerations like one-level housing, three-foot-wide doors to accommodate a walker or wheel chair, easy-to-clean flooring, a garden area and easily accessible storage become more important. Each family must make its own plans and adjustments to fit its particular way of life.

However, at any stage, to fulfill needs and to be comfortable for everyday living, housing should meet the general requirements of a shelter that satisfies a psychological feeling of protection, privacy, recreation and sociability. It needs light and temperature control, sleeping areas, adequate work surfaces and storage. The dwelling should facilitate self-expression, and a degree of freedom of action on the part of individual family members. The qualities of ideal living are the integration of architecture and life, building and site, of interior, exterior and landscape design.

Another factor influencing the family's choice of housing is its values. These reflect the interests and activities of the family.

Some families cherish family well-being above

everything else. There is closeness between members of the family and their relations. Areas where the family can easily congregate have high priority in the house plan.

The family that cherishes personal values stresses the individuality of each family member with a primary emphasis on personal enjoyment and privacy. Areas for rest, study and contemplation have high priority.

If the family values prestige, the house is a symbol of their success, an instrument of the family's social role, status identification, or expression of social aspirations. Their house will be impressive. Convenience and efficiency are not the first considerations.

In contrast, the economy-minded family is more concerned about price and durability. They are very interested in getting the best quality for the money they have to spend. The nature of this family is likely to be more conservative.

The house that in its living arrangements expresses the real values held dear by a particular family is a successful house.

The criterion for judging the adequacy of a dwelling is based on the organization and provision of space to serve the functions of family life, and the needs of each individual. When a "home" truly meets the needs of individuals living there, it becomes an extension of their personality.

This is a suggested exercise you might use to help your students discover the many roles they play and "who" they are to other people. Give each student ten or more index cards (or scrap pieces of paper, or discarded IBM cards). Ask the students to write "who" they are, using only one description or phrase per card. When they have written their ten descriptions, suggest that they arrange the cards in order of importance — the ranking done according to the student's feelings. These suggestions are made as students are writing and arranging their cards privately.

Are there cards s/he'd like to discard? Are there ways to change one's image? How? Can one replace these cards with others? How?

As a means of maintaining privacy, the teacher may at the end of the exercise collect the cards in a paper bag or envelope and dispose of them collectively later.

Additional subjects to be pursued by this method may include: "things I do well;" "things I do not-so-well," "things I'd like (or need) to learn to do," and "things I'd like to do now."

+ + + + + + + + + + + + + +

How will you lead your class in a study of quality of life? Perhaps one activity might ask the student to write about a person whom s/he feels has attained "quality" in his/her life. Why does the student feel that s/he has this "quality?" What does the person do in his/her life? What is s/he like as a person? What are the things which have had an influence on that person?

THE UNION OF REALITIES

The more faithfully you listen to the voice within you, the better you will hear what is sounding outside.
And only he who listens can speak.
Is this the starting point of the road towards the union of your two dreams —
to be allowed in clarity of mind to mirror life
and in purity of heart to mold it?
— Dag Hammerskjöld

THE BLACK ELDERLY AND THE QUALITY OF LIFE

Penny Ralston
Graduate Assistant
Division of Home Economics Education
University of Illinois, Urbana-Champaign

The pronounced lack of concern for the elderly by our youth-centered society has caused the quality of life for most older persons to be considered substandard. Within the ranks of the elderly, however, there are those whose misfortune has been continuous throughout their lifetime. Such is the case of many of the black elderly. Because of prejudice and discrimination suffered in white America, these individuals have possibly never experienced the quality of life they have desired.

Therefore, the needs of the black elderly as well as the white elderly should be considered an issue of top priority for home economists. This article will relate the research and program development that have been done in the four home economics subject matter areas that are of prime concern to the aged—foods and nutrition, income management, housing and home management, and family and social relationships. Special attention will be given to research specifically related to the black elderly along with local programs that have been developed for black older persons in the Champaign-Urbana, Illinois, area.

Most local program development (in Champaign-Urbana as well as in other communities throughout the country) has been initiated by Congressional legislation with the federal government being the largest source of funds. Federal legislation for the elderly has been the most prevalent in the area of foods and nutrition. Government officials and legislators have been most concerned with the elderly in this area due to the compounding of nutritional difficulties by special physiological and socio-psychological factors associated with aging.[1] Part of the aging process involves the gradual reduction in basal metabolic rate and the slowing down of the digestive process. Choice of foods may be limited due to dental problems. Food selection, appetite and consumption may be affected by reduction in perceptual acuity of taste, sight and smell. Acquisition and preparation of food may be limited by conditions such as arthritis that interfere with mobility or by the lack of transportation. All of these factors along with loneliness and lack of desire to cook for only one person add up to elderly individuals who are sometimes severely malnourished.[2]

The basis for most social service programs for the elderly comes under the Older American Act of 1965. Under Title IV of this act, the Congress, in 1968, appropriated funds to the Department of Health, Education and Welfare's Administration on Aging (AOA) in support of a Research and Demonstration Program to improve nutrition services to older Americans. Direct grants for thirty-one research and demonstration projects were made to non-profit public and private institutions, organizations and agencies serving the aged.[3] As a result of this program, the Older Americans Act was amended (PL 92-258) and a new Title VII program was initiated.

The Title VII program (known as the National Program for the Elderly) provides at least one hot meal a day for eligible persons sixty years of age or older. The emphasis of the program is to provide these meals for persons of low-income and minority groups. Meals are served at a low cost five days a week to groups in schools, churches, community or senior citizen centers, public housing or other sites in areas with concentrations of low-income elderly. Federal funds pay up to 90% of the cost of administration and opera-

[1] U. S. Senate Subcommittee on Aging, ***Research in Aging and Nutrition Programs for the Elderly.*** Hearings before the Subcommittee on Aging of the Committee on Labor and Public Welfare. (Washington D. C.: U. S. Gov't Printing Office, 1971).

[2] Ibid.

[3] Ibid.

tion while 10% is paid from non-federal or in-kind resources. State agencies on aging are required to make a state plan and make awards to public or private non-profit institutions and organizations.[4] In the Champaign-Urbana area, daily lunches are provided at five sites sponsored by the East Central Illinois Nutrition Project which is one of thirteen geographical areas into which Illinois is divided for the Title VII program. One of the sites is at Mt. Olive Baptist Church which is located in the primarily black northeast section of Champaign.[5] Participants pay by donation and meals are served in a social setting which is conducive to the enjoyment of food for the elderly.[6]

Home economists in other communities have initiated independent programs that have been beneficial to the elderly. On the state level, the Minnesota Home Economics Association coordinated a home delivered meal service in almost 140 communities throughout Minnesota. As of 1973, between 4,000 and 5,000 persons aged sixty years or older were receiving at least one hot meal each day at a cost to the recipients of $.75 to $1.00. However, no person was refused a meal if unable to pay.[7] In 1968 home economists in Salt Lake City, Utah, developed a program to involve senior citizens in foods and nutrition by coordinating a hot lunch, nutrition and consumer education, and recreational program. Besides a $.60 lunch served at three junior high schools, classes were taught to educate the elderly in consumerism and nutrition. Also, recreational activities such as oil painting, sewing, book reviews, musical programs and tours were provided.[8] In Massachusetts, a similar program was initiated by a 1967 law which authorized the use of school lunchroom facilities to serve lunches to poor elderly persons with a cost not to exceed $.50 per meal.[9]

All of the programs related here have one factor in common: all have provided some type of mass feeding program that serves primarily low-income elderly. Except for the Salt Lake City program, none offered educational programming in foods and nutrition for the elderly. Hiemstra, in his study to investigate the educational needs and interests of retired persons, found that the aged perceived instrumental activities (competency areas designed for effective mastery of old age challenges) as more important than expressive activities (experiences designed to increase a person's enjoyment of life).[10] This study would indicate that the elderly are receptive to educational programs. Some researchers believe that the aged may be even more receptive if they are involved in the planning and implementation of programs.[11]

Statistics show that being black and being elderly is a multiple hazard. In 1970, half of all the black aged (65 years old or more) were poor, compared to less than one-fourth of the white aged, using the official poverty level index.[12] The reasons for this multiple hazard are many. A statement outlining positions on the Pre-White House Conference on Aging related:

> "Racial discrimination, unemployment and/or low paying jobs and educational deficiencies have condemned substantial numbers of minority elderly to low levels of income . . . Too often these minority groups of the elderly have not had the resources or capacity to stand up for their rights, nor have governmental agencies and senior citizens organizations adequately served as advocates for them.[13]

Many blacks who are 65 and over migrated from the South to Northern urban areas in their early 20's or 30's. They were poorly equipped for employment due to lack of education, work training and work experience. As a result they did not qualify for jobs that offered security. Barred from on-the-job training given others who were unskilled because of racial prejudice and discrimination, few aged blacks have realized their full potential to enjoy the comforts and security of a financially successful life.[14]

---

[4] Irene H. Wolgamot, "Programs for the Aging: How Home Economists Can Be Involved." (Journal of Home Economics, 6: 14-16, April, 1973).

[5] Champaign County Office on Aging, "Profile of Resources for Senior Citizens," July, 1974.

[6] Op. cit., U. S. Senate Subcommittee on Aging.

[7] Jessie E. Heathman, "Minnesota HEA: Home Delivered Meals Program." (Journal of Home Economics, 6: 23-24, April, 1973).

[8] Anita Huiatt and Betty Lou Hockin, "Nutrition Programs for Senior Citizens." (Journal of Home Economics, 63: 683-684, December, 1971).

[9] Marion Cronan, "Feeding the Edlerly in School." (School Management, 14: 35, June, 1970).

[10] Roger P. Hiemstra, "Continuing Education for the Aged: A Survey of Needs and Interests of Older People." (Adult Education, 22: 100-109, February, 1972).

[11] C. L. Estes, "Barriers to Effective Community Planning for the Elderly." (The Gerontologist, 73: 178-183, Summer, 1973).

[12] U. S. Senate Special Committee on Aging, *The Multiple Hazards of Age and Race.* (Washington D. C.: U. S. Gov't. Printing Office, 1971).

[13] U. S. Senate Special Committee on Aging, *A Pre-White House Conference on Aging: Summary of Development and Data.* (Washington D. C.: U. S. Gov't. Printing Office, 1971).

[14] Op. cit., U. S. Senate Special Committee on Aging, *Multiple Hazards of Age and Race.*

With a lack of consistent employment, elderly blacks receive fewer social security benefits, less pension and other retirement income, less income from insurance and have less in savings than aged whites.[15] In 1969, the median income for black males 65 and over was less than $3,000, suggesting intermittent employment and early withdrawal from the labor force. Black women of the same age had income levels under $2,000 with 47% having incomes under $1,000 annually. These figures indicate that these incomes were derived largely from domestic service or some public or private assistance.[16]

The extent of disproportion of the poverty between white and black older families has continued over the years. As late as 1972, 30.5% of the black elderly families were living in poverty while only 9.8% of the 678,000 white elderly families shared this situation.[17] Therefore, living on a limited income has become a way of life for many black elderly individuals. With the current inflationary economy, managing on a poverty-level income is increasingly more difficult.

Lack of proper housing is one of the major problems facing the elderly population of our society. Older persons spend a greater portion of time in their living units than any other group over five years of age.[18] A substantial number of elderly people live in unfavorable conditions. They are over-represented in Model City areas (old, deteriorated, urban residential areas that are often condemned to make way for new buildings) and among the rural poor living in substandard housing.[19] Many times the special problems in housing the aged are not due to aging persons, but rather to urban decay or to the aging of the physical plant in which they live.[20]

The black elderly are often those who are forced to move from decaying neighborhoods to make way for urban renewal programs. This relocation problem is of paramount importance to aged persons who have spent the major portion of their lives in one neighborhood. Lawton comments that "a preference for the familiar has often been ascribed to older people. Knowledge of how to get about, which routes to take when going to visit, or which shops to patronize, are distinct aids" for coping with old age. He also says that home ownership may constitute a strong tie to an otherwise unfavorable living situation. This may be combined with an emotional attachment to the dwelling which comes from the fact that it may have been purchased with one's life labor and may be associated with earlier life stages.[21]

Krauss *et al.* found that the elderly prefer to live independently in the community and in neighborhoods of their choosing with adequate financial income to participate in the community on an integrated (by age) rather than segregated basis.[22] But relocation usually takes place in some type of housing project especially designed for elderly persons. The replacement housing is generally superior in the physical sense to that which is left behind. However, the complex interpersonal attachments to the previous environment make relocating extremely difficult. For the elderly person who relocates, the positive benefits of the old environment tend to outweigh the potential benefits of a better unit at another location.[23]

The elderly do not readily find new friends, and opportunities for interaction are limited. This causes a waning of strength and often mental attitudes deteriorate. This situation is most prevalent among the single elderly which constitute half of all relocated elderly households. Many elderly identify relocation with death. In vacating the old home, friends are left behind and some elderly feel that life itself is being taken away.[24] This sense of withdrawal leading to

[15]Daniel I. Rubenstein, "An Examination of Social Participation Found Among a National Sample of Black and White Elderly." (Aging and Human Development, 2: 172-188, August, 1971).

[16]Op. cit., U. S. Senate Special Committee on Aging, *Multiple Hazards of Age and Race*.

[17]U. S. Department of Health, Education and Welfare, Income and Poverty in 1972—Advance Report, Facts and Figures on Older Americans, No. 7, July 1973.

[18]Suzanne M. Tucker, May E. Combs, Avis M. Woolrich, "Independent Housing for the Elderly: The Human Element in Design." (The Gerontologist, 15: 73-76, February, 1975, Part I).

[19]M. Powell Lawton, Morton H. Kleban, Diane A. Carlson, "The Inner-City Resident: To Move or Not to Move." (The Gerontologist, 13: 443-448, Winter, 1973).

[20]Leonard E. Gottesman, "Long-Range Priorities for the Aged." (Aging and Human Development).

[21]Op. cit., Lawton.

[22]Wilma Rule Krauss, William Denham III and Phil Finding, "Public Planning to Meet the Needs of the Elderly." (Public Welfare, 31: 9-12, Fall, 1973).

[23]U. S. Department of Health, Education and Welfare, ***Patterns of Living and Housing of Middle Aged and Older People***. Proceedings of Research Conference on Patterns of Living and Housing of the Middle-Aged and Older People, March 21-24, 1965. (Washington D. C.: U. S. Gov't. Printing Office, 1965).

[24]Ibid.

inevitable death supports the disengagement theory of Cumming and Henry. In their studies, they found that disengagement is an unavoidable process in which many of the relationships between a person and other members of society are severed, and those remaining are altered in quality.[25] Some researchers have agreed, others have disagreed and attempted to modify this theory of disengagement but the majority have found that to a certain degree, withdrawal does take place with most elderly persons. And if relocated in unfamiliar surroundings, this withdrawal will occur at a faster pace.

In Smith's discussion of the San Francisco Project, he relates ways in which this program helped older individuals faced with relocation. Volunteers were recruited and trained to perform intensive social casework. Services were provided for housekeeping and attendants performed personal functions such as bathing and dressing incapacitated persons. Counseling services were developed so that older individuals could receive nutritional guidance that might identify dietary problems and means to overcome them. Counseling services also provided housing referrals by realistically relating the person's individual and symbiotic needs to the available housing resources.[26]

For the black elderly, relocation usually takes place in low-income housing projects. In June, 1967, there were about 60,000 low-rent dwellings specifically designed for the elderly in 1,800 communities.[27] In Champaign-Urbana, the black elderly are, for the most part, relocated into nine low-income housing projects located throughout the twin cities. Columbia Place, Bradley-McKinley, Birch Village and Dunbar Court are housing projects which are within the black community. The other five low-cost apartment buildings are located in predominantly white residential districts and few blacks reside in them.[28]

One problem faced by the local housing authority is the difficulty found in getting black persons to move to the five housing projects in white neighborhoods. Many times an elderly black waits three to five years to be placed in one of the low-cost apartments that are within the black community. In contrast, waiting time for those willing to move into the predominantly white housing projects is as little as six months to a year.[29] Within Champaign-Urbana and other cities throughout the nation, there seems to be a need for helping elderly persons adjust to this relocation process.

The behavior of black Americans towards their elderly and the attitudes of these older perons toward themselves and their senior citizenship has traditionally been thought of as strikingly different from those of the majority white culture in many ways. Due to the black extended family, it is generally accepted that black Americans are more inclined than whites to include the elderly in the family structure and to regard the elderly with respect. This high regard for the aged in black culture stems from Africa, the mother continent of black Americans. There are many commonalities among the various African cultures, one of the most frequent of which is ancestor worship. The regard for old age as a sign of dignity by Africans has been perpetuated by an oral-historical tradition that reinforces the importance of elders by educating youth to remember in minutest detail the history of their family or groups of families. Although slavery caused the systematic breakup of these African families, it was impossible to divest the older children and young adults of cultural patterns they had learned at a very early age. Post-slavery times found the formation of matriarchal households with elderly women acting as heads; no matter how crowded the home, there was always room for an orphaned child, an elderly grandmother, an indigent aunt or a homeless friend.[30] Hence, the extended family became a traditional part of black culture.

Most research examined supported the accepted belief of positive attitudes of black families towards the elderly. In 1964, Roberts found that his black aged subjects, compared with white subjects, felt generally more accepted by their children and considered themselves better off living with these children. Likewise Rosow's 1962 description of conditions fostering the social integration of older persons sug-

[25]Elaine Cumming and William E. Henry, *Growing Old: The Process of Disengagement*. (New York: Basic Books, Inc., 1961).

[26]Wallace F. Smith, *Preparing the Elderly for Relocation: A Study of Isolated Persons*. (Philadelphia Institute for Environmental Studies at University of Pennsylvania, 1966).

[27]John A. Chase, "Better Housing for Senior Citizens," *Foundations of Practical Gerontology*, ed. Rosamonde R. Boyd and Charles G. Oakes. (Columbia, S. C.: University of South Carolina Press, 1969).

[28]Ernestine Taylor, Information from verbal presentation, The Pain and the Promise: Conference on the Black Elderly, Champaign, Illinois, April 29, 1975.

[29]Ibid.

[30]Floyd M. Wylie, "Attitudes Toward Aging and the Aged Among Black Americans: Some Historical Perspectives." (Aging and Human Development, 2: 66-70, February, 1971).

gests that today's black subculture, although transitional, may still provide for greater social integration of its aged than middle class white subculture.[31]

There has been only limited study of the black aged and their relationship to other family members. A preliminary report on grandparent-grandchild interaction shows that the black grandparental subjects preferred grandchildren living near them but not with them. Also, they preferred younger rather than older grandchildren.[32] In another study by Jackson, she found that if the trend of relocating those elderly faced with involuntary relocation into public housing persists, there will be a tendency to increase the geographical distance between the older person and his close kinship which would affect interaction between the elderly and other family members.[33]

The move towards more persons in the black middle class has had only minimal effect on the black family's attitude towards the elderly. Jackson found in her study of sex and social class variations in black aged parent-adult child relationships that most black aged parents sampled received instrumental aid (such as financial help, illness assistance, household tasks, transportation, etc.) from their children although middle class parents were more likely than working class parents to receive such aid.

In still another study by Jackson, she found that younger black persons (under 50) were almost overwhelmingly rejective of old age. Most often they defined "growing old" as characterized by poor health, negative personality traits such as "bossiness," "bothersomeness," and "childishness," loneliness, despair and dependence. While the older persons (50 and over) sampled also had negative comments such as declining physical and mental health, most tended to emphasize the advantages: freedom from obligations, being able to rest and looking back over a satisfactory life. From this study, Jackson concluded, without explaining the basis for her judgment, that "with the increase in the numbers of older persons in black communities who will be less healthy or more incapacitated than is currently the case, accompanied by a probable increase in such negative attitudes toward the aged as those particularly expressed by younger persons in the present sample, the changing status, in general, of aged persons within black communities will probably approximate more nearly, in the years ahead, that of aged in white communities."[34] Although the results of Jackson's study conflict with those previously related, these results do point out the fact that more research is needed in the area of black family relationships.

In regard to marital relationships, Rubenstein found that whites are more married and less widowed than blacks, that blacks have a higher incidence of divorce and separation than whites and more blacks never marry than whites. His statistics showed that 20.5% black elderly as compared with 24.5% white elderly lived alone. However, 38.5% black as compared to 20.8% white aged persons were living with more than one other person. This perhaps indicates the extended family theory is still prevalent in black culture.[35]

A few programs have been initiated to help the elderly maintain active social relationships. Norman and Smith used a vocational home economics class as a basis for their program, "Companion to the Elderly." The course was taught over two terms. The first term was spent in the classroom where the students learned about the last stage in the life cycle in terms of physiology, psychology, and social and cultural characteristics. Students also acquired skills in food preparation and simple housecleaning, banking procedures, food shopping and running errands. In the second term, students were placed in voluntary jobs at senior citizen centers, convalescent homes and private homes.[36] Other home economists in education have attempted to include the aspects of aging in units on family relationships or human development. Barbone's outline for study of the aging in *What's New in Home Economics* reflects this trend.[37]

Possibly one of the most prominent programs in this area of family and social relationships is the Foster Grandparent Program sponsored by the Office of

---

[31] Jacquelyne Johnson Jackson, "Social Gerontology and the Negro: A Review." (The Gerontologist, 7: 168-178, September, 1967).

[32] Jacquelyne Johnson Jackson, "The Blacklands of Gerontology," (Aging and Human Development, 2: 156-167, August, 1971).

[33] Jacquelyne Johnson Jackson, "Changing Kinship Roles and Patterns Among Older Persons in a Black Community." (Washington D. C.: Public Health Service, Dept. of Health, Education and Welfare, 1969).

[34] Ibid., Jackson.

[35] Op. cit., Rubenstein.

[36] Ruth E. Norman and Ruby Smith, "Companion to the Elderly." (Journal of Home Economics, 67: 35-37, March, 1975).

[37] Mary J. Barbone, "The Young and the Elderly—Our Best Resources." (What's New in Home Economics, Human Development, Teaching Supplement #7, 1975).

Economic Opportunity of the U. S. Department of Health, Education and Welfare. The Foster Grandparent Program was organized to help senior citizens support themselves by acting as grandparents to children. The program was started in Nashville, Tennessee, in 1965 as a demonstration program for one year. It was designed to provide jobs for elderly people whose social security payments and other means of support were inadequate. To quality as a foster grandparent, an individual must be at least 60 years old and have an annual income that does not exceed $1,800 for a single person or $2,400 for a couple. Host institutions include schools for retarded children, hospitals, children's homes and schools for children from broken homes. As of 1970, there were 68 projects in the United States which employed 4,000 grandparents.[38] A similar program is functioning in the Champaign area for black elderly. Entitled the Honeys Grandparents Program, this program is funded by a Junior College Grant through the Department of Continuing Education at Parkland. Persons over 60 are recruited, provided with an orientation session, and placed as "grandparents" in day care centers and in Headstart programs where they provide individual attention to the children.[39]

In summary, the literature examined shows that research has been limited in regard to the black elderly. Much of the research that has been done often lacks generalizability due to limited and non-randomized samples. In reference to this, Jackson mentions that a particular problem exists when black aged subjects constitute a small proportion of larger samples. Many times the relevancy of race or subcultural background for the research being done is unknown. As a result, the findings may not be directly applicable to a majority of black elderly individuals.[40] The following quote from Donald P. Kent which in some ways reflects the general attitude of researchers towards the kind of research that needs to be done on the black elderly:

> "In many studies of the Negro, it is often difficult or impossible to separate the effects of social class from that of race. Studies of the black aged need to be designed to separate out the influence of the black experience as a cultural phenomen, black participation in our social structure and if such exists, the black personality."[41]

The programs related in this paper whether sponsored at the local, state, or national level seemed, for the most part, successful. However, there seems to be a great need for more program development—especially in nutrition education, income management, counselling for housing relocatees and lastly in family and social relationships. Although much has been done in regard to the black elderly and their quality of life, there is a need for a sincere, coordinated effort on the part of the federal government and local and state agencies to provide programs and services for the aging in black communities. In the words of one home economist: "Programs to improve the lot of older persons need greatly to be extended, coordinated and made more comprehensive."[42] And the field of home economics should play a vital role in this effort by providing the expertise for education and research.

---

[38] U. S. Department of Health, Education and Welfare, "Model Programs: Childhood Education, Foster Grandparent Program, Nashville, Tennessee." (Washington D. C.: U. S. Gov't. Printing Office, 1970).

[39] Op. cit., Champaign County Office on Aging.

[40] Op. cit., Jackson, 1967.

[41] Donald P. Kent, "The Elderly in Minority Groups: Variant Patterns of Aging." (The Gerontologist, 11: 26-29, Spring, 1971, Part II).

[42] James E. Montgomery, "Magna Carta of the Aged." (Journal of Home Economics, 65: 7-13, April, 1973).

Quality of life, like beauty, is in the eye of the beholder.

Your way of attaining quality *in your life must be your own way, not someone else's. It must fit in with your environment. It must be truly yours, like a suit made to measure.*

+ + + + + + + + +

Education toward the goal of individuality must cope with the difficulty of trying to prepare people for life's tasks with the least interference with their inherent nature, so that the desire for further growth can remain the motivating force throughout life. Repeatedly, in the different stages of life, patterns which once provided security have to be renounced so that new potentials can take their place. Since this cannot be brought about arbitrarily, it requires that time and again we return to our roots.

Magda Proskauer

PATIENT EDUCATION

By Karen BeVier, R.N.
Patient Education Instructor, Carle Clinic Association
Urbana, Illinois

and Ellen Z. Hooker, R.N., B.S.N., M.Ed.
Lecturer, Health Occupations Education Division
Department of Vocational and Technical Education
College of Education, University of Illinois

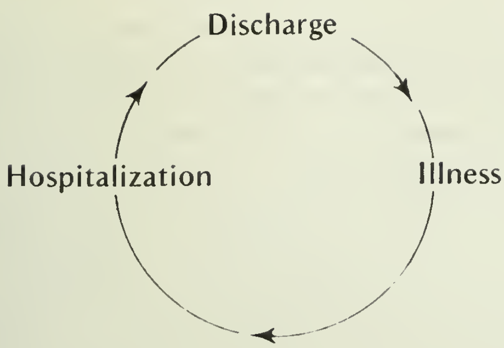
Editor's note:

Surely no one would doubt that one aspect of crucial importance in the quality of life is health. The following article is included to call our attention to this aspect and to point out how home economics teachers and others can be involved in health education for themselves, their students, and other consumers. In addition to the misery it causes, illness has economic costs. There is a loss to employers and usually increased cost to the consumers of their products or services. Illness also affects self-concept, ability to learn, and general employability.

The Responsibilities of Teachers and Parents for Health Education

Well planned patient education programs form a segment of the broader program for health education. Health education should begin in the home and be reinforced throughout the school years. Home economics teachers are in positions where they can make valuable contributions to health education efforts. First, home economics teachers, by the very nature of the subjects they teach, can involve children and teenagers in health education. Second, home economics teachers can serve as resource persons for other teachers who need assistance in locating materials and planning health education programs or projects. Third, home economics teachers can refer students with health problems to the proper individuals. Fourth, home economics teachers have been among those first involved in organizing health occupations programs in the secondary schools. Finally, home economics teachers can coordinate their activities in the classroom with the local and national health education programs.

Health education *is not* the private domain of health educators or health occupations practitioners. Health education *is* the domain of everyone. Until all segments of the population assume responsibility for their roles in health education, significant improvement in the level of health of the population cannot occur. The burden of responsibility for developing within children the desire to maintain good health and prevent illness rests with parents and teachers. This is a responsibility we must all accept.



The Illness → Hospitalization → Discharge → Illness cycle can be broken with patient-centered education programs. Individuals frequently become ill without realizing that their actions have contributed to the illness and without knowing what actions they could have taken to prevent illness.

Patient centered education programs geared to the needs of individual patients can help eliminate, delay, or reduce dysfunction, disability, discomfort, disease, and death. In this manner, the level of health of the nation's population can be improved.

THE EARLY HISTORY OF PATIENT EDUCATION

Patient education is not a new concept, according to Joan M. Wolle, Chairman of the Committee on Educational Tasks in Chronic Illness.[1] Public health agencies have for years conducted patient education programs in such areas as nutrition, prenatal care, maternal and child health, control of communicable disease through immunization, and sanitation. General hospitals and long term patient care facilities have only recently instituted organized patient education programs. Previously, patient and family education have occurred in a hit-or-miss fashion. Such *ad hoc* instruction has been given by members of the hospital staff, few of whom were prepared in current educational principles, methodology, or research.

In the early 1950's staff educators from the National Tuberculosis Association included patient education as part of the patient's total care plan. Not long after, with the development of the Chronic Disease Program of the United States Public Health Service (USPHS), patient education projects were funded for diabetes and rheumatic fever.

[1]Joan M. Wolle, "The Need for Patient Education," *American Journal of Public Health*, Vol. 61, no. 7 (1971): 1277.

By the early 1960's planned education projects which involved the patient and his family and which were funded by the USPHS and voluntary health agencies had expanded to include congestive heart failure, stroke, cancer, and renal dialysis. Hospitals across the country initiated such patient education programs taught by nurses, dietitians, respiratory therapists, physical therapists, social workers, and pharmacists.

The American Hospital Association became actively involved in sponsoring conferences dealing specifically with patient education. Then, in 1968, the Health Education Section of the American Public Health Association established a committee on Education Tasks in Chronic Illness. This was an outgrowth of the section's concern that patients in health care facilities were not being provided with the information and education necessary to permit participation in their own health care.

Committee members represented health related disciplines, agencies and organizations from various parts of the United States. Subcommittees representing the different care sections for chronically ill patients were established to focus on involving patients in their own health care. An educational approach working through the type of patient facility was felt to be preferable to dealing with specific diseases or addressing individual age groups.[2]

Basic Premises

The committee accepted the following statements as the basis for its work in a preliminary report on the care of the chronically ill patient after the acute stages of illness in October 1969.

1. Children and young adults as well as older people suffer with chronic illness.
2. Patient education is an integral part of patient care.
3. Target groups to be considered in educational programming include:
   a. the patients and their families,
   b. staff members in the health care setting, and
   c. appropriate groups in the community.
4. The team approach, with the physician serving as the team leader and coordinator, offers the most effective approach to patient education.
5. Since various disciplines may have different

[2]*A Model for Planning Patient Education*, Report of the Committee on Educational Tasks in Chronic Illness, Public Health Section, American Public Health Association, May 1972, p. 3.

educational goals, the patient education program must be carefully reviewed and coordinated.

6. Consideration should be given to an 'educational prescription' that would be available in written form and would accompany the patient as he moved from one facility to another.
7. All those involved in caring for the chronically ill have need for in-service and continuing education.[3]

THE MODEL FOR THE SEVENTIES

The Committee on Educational Tasks in Chronic Illness released its final report in May 1972. A model developed as a mechanism for defining the educational processes necessary for patient and family education was presented. The model represented a comprehensive, interdisciplinary approach to patient education which could be used for any illness. Any individual responsible for the education of the patient could employ the model. However, optimal results could only be achieved through coordinated efforts of all those participating in the educational program. "Thus the specialized knowledge of many health professionals can be applied in a way which contributes maximally to quality total care for each patient."[4]

The chairman of the committee, Joan M. Wolle, noted that the model represented an important breakthrough in establishing standards for patient education. Educational programs incorporating the concepts and guidelines of the model can benefit all parties involved—the patient, his family, the health care workers, and the health care facility. Because the model was developed by the Committee on Educational Tasks in Chronic Illness, it could serve as a basis for reimbursement by third parties (insurance companies). To qualify for third party payment, the principles utilized in the model would have to be incorporated in planning a patient education program.[5]

THE PATIENT'S RIGHTS

In Febuary 1972, the Task Force Committee on Patient Education to the President's Committee on Health Education presented a position paper. This paper suggested that in order to help individuals implement care through patient education programs, there must be acceptance of the premise that "most patients have an inalienable right to know" the status of their health, the nature of existing health problems, what community health resources are available to them and their families, what they can do to achieve and maintain an optimum state of health, and how to prevent recurrences of illness.[6]

A Patient's Bill of Rights

This concept that the patient has the "right to know", was further expanded on February 6, 1973, when the House of Delegates of the American Hospital Association (AHA) approved a Patient's Bill of Rights. The AHA noted that observance of these twelve rights would contribute to more effective patient care and greater satisfaction for the patient, his physician, and the hospital organization.[7]

KEY CONCEPTS IN PATIENT EDUCATION

At a workshop on patient education programming, on April 30, 1973, Dr. Edyth H. Schoenrich, Director of Maryland's Administration for Services to the Chronically Ill and Aging, offered the following definitions of some key concepts in patient education.

Health Education is a broad spectrum of activities ranging from the simple provision of public information to elaborate programs for training highly specialized health manpower. Health education, then, is a process that bridges the gap between health information and health practices.[8]

Patient education is defined as a process that begins with imparting factual information to the patients and also includes interpretation and integration of the information in such a manner as to bring about attitudinal or behavioral changes which benefit the individual's health status. Thus patient education not only involves the world of medical scientific facts, but in its process is also closely interwoven with psychology, sociology, behavioral

---

[3]Op. cit.

[4]Ibid, 6.

[5]Joan M. Wolle, op. cit., pp. 1278-1279.

[6]"Patient Education," Synopsis of a Position Paper, presented by the Task Force Committee on Patient Education to the President's Committee on Health Education, February 1972, p. 1.

[7]"A Patient's Bill of Rights," Reprint: American Hospital Association, 1972.

[8]Edyth H. Schoenrich in speech "Patient Education in Contemporary Health Service Delivery" given at Proceeding . . . Workshop on Patient Education Programming sponsored by Maryland State Department of Health and Mental Hygiene Educational Services, Marriottsville, Maryland, April 30 to May 3, 1973: 3.

science and cultural anthropology.[9]

An *organized program for patient education* involves a systematic effort on the part of one or more health professionals in a health service delivery setting. It consists of a number of orderly steps which include assessing the patient's own knowledge about his health, determining the patient's health needs, providing information in a manner most understandable and acceptable by the patient; assuring so much as is possible that this information is integrated into the patient's attitudes, and finally, a follow-up to assure that the new information has indeed produced behavioral changes with beneficial effect upon the individual. This process frequently must be directed not only toward the patient himself but also to other individuals of key significance in the patient's life pattern.[10]

According to George Reader, M.D., Professor of Medicine at New York Hospital-Cornell Medical Center in New York City, the ideal educational program would provide an "educational prescription" for each patient beginning with an evaluation of what the patient knows and what he doesn't know and conclude with a customized program to fit his needs.[11]

The information presented shows that while patient education is not a new concept, the organized program which has evolved, with its specific objectives, various teaching methods and evaluation techniques can be distinguished from earlier patient education programs.

THE IMPORTANCE OF PATIENT EDUCATION

Many factors which affect the incidence of disease as well as the prevention of disease and the maintenance of health require greater emphasis on patient education.[12,13,14,15] Some of these factors are:

1. the increase in chronic illness (and concomitant decrease in acute diseases due to improved sanitation, safer water supplies, control of communicable diseases through immunizations, control of infectious diseases with antibiotics, and the application of scientific and medical technology to treat the acute phases of disease),
2. high accident rates,
3. birth defects,
4. increased rate of smoking, and
5. increased pollution.

Information programs dealing with the dangers of cigarette smoking, the importance of preventing infectious diseases and the need for an adequate diet have achieved some success. Dr. Scott Simonds has stated that programs aimed at reducing the risk of incurring heart disease have demonstrated that when the risk factors are lowered there is a corresponding decrease in the mortality rate from heart disease. "Planned educational intervention" by health professionals is required to produce the impact essential to reduce risk factors.[16]

The Need for Patient-Physician Communication

Dr. Simonds stated that "a random patient with a random disease consulting a doctor chosen at random stands a less than 50-50 chance of doing what his doctor recommends."[17] This poses problems for both patient and physician. Often, the failure of the patient to follow the physician's instructions is due to failure on the part of the physician to provide the patient with the information needed to follow through with self-care.

Lack of information has even resulted in the death of patients. In a recent Iowa Supreme Court decision, the physician was held responsible for the death of a diabetic patient. The physician had not instructed the patient concerning the danger of delaying a meal after injecting insulin. Dr. Arthur Krosnich, New Jersey State Diabetes Control Program Coordinator, stated that the time has come when we can no longer ignore educating the patient.[18]

Patient education may be delegated to other health care practitioners by the physician. Information detailing self-care procedures should be given to

---

[9] Op. cit.

[10] Ibid, 4.

[11] Michael Lesparre, "The Patient as a Health Student," *Hospitals*, Vol. 44 (March 16, 1970), p. 77.

[12] Edyth H. Shoenrich, op. cit., p. 5.

[13] Barry A Shapiro, "Chronic Obstructive Pulmonary Disease" speech given at a workshop, Update '74, Chicago, Illinois, October 27, 1974.

[14] Nedra Belloc, "Relationship of Health Practices and Mortality," California State Department of Public Health, pamphlet, undated.

[15] Edyth H. Schoenrich, op. cit., p. 4.

[16] Scott K. Simonds, "Current Issues in Patient Education," Published by American Association of Medical Clinics, (1974) New York, Core Communications in Health, Inc. 1974., p. 8.

[17] Ibid.

[18] Roundup-Clinic Service News, "Suits Attack Diagnosis, Test, Information Lack," *Medical Group News*, August 1974, p. 11.

patients. An organized program of patient education could result in:

- better compliance with instructions for self care,
- shortened hospital stays,
- fewer hospital readmissions,
- fewer visits to the emergency room,
- fewer sick days, and
- increased community support for health care practitioners and health care facilities.

ISSUES OF COST

Increased attention has been focused on patient education in order to improve the quality of health care services and reduce health care costs. Patient education can also reduce the psychological, social, and financial strains that chronic illness imposes on the patient and his family.

Noncompliance with regimens prescribed by the physician results in costs in terms of wasted diagnosis, wasted x-rays, wasted medications, and wasted use of skills.[19] From the financial viewpoint, patient education can contribute to cost containment.

Costs for Hospitalization vs. Patient Education Costs

Hospitalization costs

A hypothetical example of the financial savings possible where a structured patient education program exists follows. A diabetic patient failed to follow through in the management of his disease. Poor understanding of the importance of following his diet and taking his insulin as prescribed resulted in his lapsing into a diabetic coma. He was rushed by ambulance to a hospital emergency room and was later admitted to the hospital for three days to stabilize and control his diabetes. His costs in a hospital in central Illinois would include:

Ambulance—$35 minimum charge + $1/mile	$ 40
Emergency Room (ER) for a minimum two-hour period for a patient in ketoacidosis (Costs include ER charges, electrocardiogram, lab charges, admission work-up, treatment charges, physician's fees.)	191
3-day hospitalization (Costs include minimum room rate and special care for one day, treatment charges, lab fees, x-ray charges, medication, physician's fees.)	346
TOTAL	$577

[19]Scott K. Simonds, op. cit., p. 2.

The $577 total represents *minimum* costs for a patient with symptomatic ketoacidosis who becomes stable in 8-12 hours. Adjustments in the hospitalization costs upward or downward would occur if the patient were hospitalized without initial treatment in the ER, if he were admitted to an intensive care unit instead of directly to a medical floor, if after hospitalization the diabetes could not be stabilized in 8-12 hours, or if there were factors complicating the diabetes.

Income lost during the period of hospitalization and the anguish experienced by the patient and his family are costs over and above the $577 direct cost of this failure to involve the patient actively in his care. A planned patient education program could assist in preventing the patient from repeating this cycle.

Costs for patient education

Had the patient been an active paticipant in a patient-centered education program when his diabetes was diagnosed, he could have assumed direction for his own diabetic management. Health professionals such as a dietitian and a nurse could have worked with the patient through a planned program.

A patient education program in the area of diabetes would cover:

- general discussion about diabetes
- diet
- administration of insulin or oral hypoglycemics
- importance and effects of exercise
- skin and foot care
- testing the urine for sugar and acetone
- uncontrolled diabetes: hyperglycemia vs. hypoglycemia
- guidelines in the event of illness
- any special considerations (example: diabetes in pregnancy)

	Initial Sessions		Follow-up Sessions	
Nurse	$12.50	+	$ 5.00	$17.50
Dietitian	12.50	+	5.00	$17.50
Total				$35.00

The patient then continues to see his physician on a regular basis. If the physician considers further follow-up sessions with either the nurse or the dietitian necessary, he will schedule them.

Considering the cost to the hypothetical diabetic patient of minimum hospitalization as $577 and the minimum charge of $35 for patient education, the direct savings would be $542.

PATIENT EDUCATION allows this patient to assume responsibility for the management of her diabetes. Karen BeVier, R.N., instructs the patient in an out-patient setting.

Planned simulation exercises and games in a group would permit the patient to explore alternative courses of action without suffering the life threatening consequences should he make the wrong decision. Demonstrations and return demonstrations assist the patient to develop confidence and skill in administering his insulin or determining the level of sugar in the urine. The patient, as is true of all learners, learns best when he is actively involved in the learning process.

Secondary Teaching Methods are Transferable to Patient Education

One of the authors was able to utilize the ideas in a game developed in a teaching methods course at the University of Illinois with a group of diabetic patients in an education program for out-patients in the clinic setting. The game served as a simulus for other patient educators and staff educators.

The game proved valuable in the group setting as it allowed for sharing of knowledge and experiences among patients with the same disease condition. The game also provided a means of introducing discussion of specific ideas and concepts related to diabetes. The game included questions which progressed in difficulty. The patient had the opportunity to choose both the area he wished to explore and the degree of difficulty he wished to attempt.

Family Involvement in Patient Education

The education program should involve the family whenever possible. A family member or a neighbor should be prepared to act if the patient is unable to do so himself. Regimes planned around the patient's patterns of living will produce the most effective results.

As the costs of health care increase, the value of well planned patient education programs that offer quality care become more apparent. If organized patient education programs demonstrate they can hold down health care costs, physicians may increasingly order such programs for their patients.

THE OUT-PATIENT SETTING

The out-patient setting can provide an environment conducive to learning. The hospitalized patient undergoes tests and studies which may complicate scheduling educational sessions. Surgery, pain, fatigue, and psychological factors may prevent him from receiving the full benefit from the educational experience. The evaluation of the effectiveness of education programs is complicated when they are conducted while the patient is hospitalized.

The goal of patient education is to help the individual change his behavior so he can maintain his optimal level of health. This can only be evaluated when the patient has returned to his familiar patterns of everyday life. Additional appointments can be sched-

GAMES PROVIDE a means of introducing specific ideas and concepts related to diabetes. This patient selects the areas she wants to explore and the degree of difficulty she wants to attempt during an out-patient education session with Karen BeVier, R.N.

uled as necessary for further instruction, for evaluation of knowledge, attitudes and compliance.

The Need for Qualified Instructional Staff

Patient education programs need qualified health personnel with preparation in teaching. Only a qualified instructional staff can plan and organize a professionally sound program. Pre- and post-tests of various programs should be run. Such testing could provide data concerning patients' knowledge and compliance with their regimens. It could also assist in determining whether patients who participate in and help direct their own care fare better than patients who do not.

There exists a need for measurement procedures to evaluate individual learning and assess programs and instructional staff effectiveness. Without such evaluation, poorly planned, poorly organized, and poorly executed programs could develop. Poorly structured patient education programs are likely to be ineffective.

CONCLUSION

We are living in an era in which increasing numbers of people express concern regarding health care. Ultimately, most individuals must be responsible for their own health. The dangers to health of overeating, under-nutrition, overconsumption of alcoholic beverages, excessingly strenuous physical activities or insufficient exercise, heavy reliance on non-prescription medications, and careless driving are common knowledge. Too many individuals still ignore the warnings and pay the penalty through health-related problems. Everyone pays health care costs through taxes and/or insurance premiums whether or not he incurs health care expenses.

Patient education can help each individual accept and maintain the responsibility for his own health. However, just as important is the institution of well organized programs directed toward maintaining health and preventing disease. Patient education programs are much less costly than acute care services in hospitals or maintaining patients with chronic conditions in nursing homes or extended care facilities.

REFERENCES

Belloc, Nedra, "Relationship of Health Practices and Mortality," California State Department of Public Health, pamphlet, undated.

Home Care Association, *Annual Report*, Rochester New York, May 1974.

Lesparre, Michael, "The Patient As a Health Student," *Hospitals*, 44, March 16, 1970: 75-80.

A Model For Planning Patient Education, Report of the Committee on Educational Tasks in Chronic Illness, Public Health Sections, American Public Health Association, May 1972.

"A Patient's Bill of Rights," Reprint: American Hospital Association, 1972.

"Patient Education," Synopsis of a Position Paper, "Concept of Planned Hospital Based Patient Education Programs," Presented by the Task Force Committee on Patient Education to the President's Committee on Health Education, February 1972.

Roundup-Clinic Service News, "Suits Attack Diagnosis, Test, Information Lack," *Medical Group News*, August 1974: 11.

Simonds, Scott K., "Current Issues in Patient Education," Published by American Association of Medical Clinics, 1974, Core Communications in Health, Inc., 1974: 1-21.

"The Patient's Bill of Rights is a 12 Point Lesson Plan," In-Service Training and Education, October 1973.

Ulrich, Marian R. and Kelley, Kenneth, "Patient Care Includes Teaching," *Hospitals*, 46, April 16, 1972: 59-60.

Wolle, Joan M., "The Need for Patient Education," *American Journal of Public Health*, 61, no. 7 (1971): 1277-1279.

SPEECHES

Albert, Leonard E., "Patient Health Education – Dream to Reality," Proceedings . . . Workshop on Patient Education Programming sponsored by Maryland State Department of Health and Mental Hygiene Educational Services, Marriottsville, Maryland, April 30 to May 3, 1973.

Schoenrich, Edyth H., speech "Patient Education in Contemporary Health Service Delivery" given at Proceedings . . . Workshop on Patient Education Programming, Marriottsville, Maryland, April 30, 1973: 3-10.

Shapiro, Barry A., "Chronic Obstructive Pulmonary Disease," given at a workshop, Update '74, Chicago, Illinois, October 27, 1974.

COMING NEXT ISSUE . . .

Dr. Alberta Hill, Dean, College of Home Economics, formerly Head of Home Economics Education, Washington State University will be our guest editor for the November/December issue. She and her associates will be focusing on the teacher – *her life, satisfactions, continued growth and competencies.*

QUALITY OF LIFE AND THE ACCOUNTANT'S CONTRIBUTION

E. James Burton
Ph. D. Candidate in Accountancy
University of Illinois

Take a social program, for example one whose mandate is to improve the diet of school children. Approach the director of that program and ask, "Have you improved the diet of school children?" The probable response will be a lengthy list in which the director will quote such statistics as pints of milk served, dollars spent on cooks' salaries, number of children fed per day, and new districts in which the program is being implemented. What you probably won't get is an answer to the question, "Have you improved the diet of school children?" The reason you won't get the answer is that the director doesn't know the answer. He knows plenty of statistics but not the answer to the question.

Accountants are at least partially at fault for the inability to answer such questions. As participants in the data gathering and analyzing function, accountants should have had more input into the process which would provide information to answer such questions. Until recently, however, accountants have kept their collective noses in the account books and concerned themselves almost exclusively with what was termed "financial information".

Now, however, SOCIO-ECONOMIC ACCOUNTING has come onto the scene. The accounting function, at least in the eyes of some accountants, is seen as broadening to non-financial matters. One might define the concept of socio-economic accounting as the collection, aggregation, analysis, and dissemination of data dealing with the social and economic consequences of governmental and/or business actions on the public sector.

Legitimately, the question might be raised as to what techniques or abilities the accounting profession possesses that qualifies it to become involved in social issues. The most widely known function of accounting is the attest (auditing) function wherein the independent accountant examines records and lends credibility to their accuracy for the benefit of some third party. Obviously, accountants could expand the attest function to examine the operations of social programs, acting as a check on the reports being released.

Accountants have been actively involved in the budgeting process at corporate levels. Such techniques could be profitably implemented in not-for-profit institutions and social programs in an effort to get the most results for the fewest dollars.

Managerial accountants in industry spend considerable time analyzing variances of results from plans or goals. In such an analysis, they attempt to determine why the achieved results were not as anticipated and the cause for the deviation. Sometimes the result is better than expected. That, too, is analyzed in order to continue the benefit.

The infusion of accountants and the accounting expertise discussed above *(attesting, budgeting, and variance analysis)* along with the expertise in data organization and collection into the social programs could yield benefits in at least three areas.

First, the *budgeting* process requires that the goals or ends be clearly specified. Setting out to allocate funds based upon proven budgeting techniques should cause all potential avenues of achieving the end to be explored. Moreover, it should cause very careful consideration to be given to whether the goal is indeed a worthwhile one given the potential cost.

Variance analysis on a continuing basis demands a constant re-evaluation of the procedures and goals of the program in order to assure that the goal is kept in sight and that progress is actually being made.

The *attest function* would not only lend credibility to reported statistics, but the independent review on a periodic basis could serve as an indicator of the continued desirability of the project.

Socio-economic accounting is really nothing more than an attempt to bring the best of corporate management technology, appropriately modified, to bear on the social institutions and problems of the day.

In life one seldom begins a trip without knowing where s/he is going and the route necessary to get there. Analogously, in business one first sets goals and then plans for their attainment. Unless the destination is known or the goal well specified, one cannot know whether s/he is achieving. Too often in social programs the goal is not well specified.

Corporate management establishes standards, yardsticks of measurement for the attainment of goals. Workers and lower level managers can see whether they are performing satisfactorily. Too often such yardsticks are missing in social programs.

Business rewards success. Promotions and raises go to the accomplishers and those who fail are treated less kindly. Too often in social programs the good administrator has his/her budget cut while the bad administrator gets more money because someone in a decision making position thinks money cures all problems.

Accountants and accounting can make an unique contribution both in establishing quality of life indicators and in their monitoring.

☆☆☆☆

The following references touch upon many aspects of the issues of quality of life, social accountability, and social quantification. The articles marked with an asterisk are particularly recommended. Most of these articles are relatively non-technical reading.

1. Agocs, Carol. "Social Indicators: Selected Readings." *The Annals of the American Academy of Political and Social Science* 388 (March): 127-132. 1970.

* 2. American Institute of Certified Public Accountants. *Social Measurement.* New York: AICPA. 1972.

* 3. Bauer, Raymond A. and Fenn, Dan H., Jr. *The Corporate Social Audit.* New York: Russell Sage Foundation, 1972.

4. Bauer, Raymond A. *Social Indicators.* Cambridge, Massachusetts: The Massachusetts Institute of Technology Press, 1966.

* 5. Bell, Daniel. *Toward the Year 2000.* Boston: Houghton Mifflin Company, 1968.

6. "The Idea of a Social Report." *The Public Interest* 15 (Spring): 72-84. 1969.

* 7. Campbell, Angus and Philip Converse. "Monitoring the Quality of American Life,"a proposal to the Russell Sage Foundation. Survey Research Center, University of Michigan. (Institute of Social Research, University of Michigan, Ann Arbor, Michigan 48106). 1970.

8. Clausen, A. W. "Toward an Arithmetic of Quality." *The Conference Board Record,* May 1971, pp. 9-13.

9. "Social Indicators: Statistics for Public Policy." *The American Statistician* 22 (October): 14-16. 1968.

10. Dial, O. E. "Notes on the Prospects for Social Indicators. Paper presented at the American Political Science Association Annual Meeting. September, Los Angeles, California, 1970.

11. Duncan, Otis Dudley. *Toward Social Reporting: Next Steps.* New York: Russell Sage Foundation. Paper Number 2 in Social Science Frontiers Series, 1969.

*12 Estes, Ralph W. *Accounting and Society,* Melville Publishing Company, Los Angeles, California, 1973.

13. Goldston, Eli. *The Quantification of Concern: Some Aspects of Social Accounting.* Pittsburgh: Carnegie-Mellon University, 1971.

14. Gross, Bertram. "The New Systems Budgeting." *Public Administration Review.* 29 (March-April): 113-137, 1969.

15. "Social Accounting." pp. 839-875. in Paul F. Lazarsfeld, William H. Sewell, Harold Wilensky (eds.), *The Uses of Sociology.* New York: Basic Books, 1967.

16. Krieger, Martin H. "Social Indicators for the Quality of Individual Life." Berkeley: University of California Center for Planning and Development Research, October 16, 1969.

17. Land, Kenneth C. "Social Indicators." Mimeographed, Russell Sage Foundation. 76 pages.

18. Lear, John. "Where is Society Going? The Search for Landmarks." *Saturday Review,* April 15, 1972. pp. 34-39.

19. Linowes, David F. "The Accounting Profession and Social Progress." *The Journal of Accountancy,*

July 1973, pp. 32-40.

20. "Social Responsibility of the Profession." *The Journal of Accountancy,* January, 1971, pp. 66-69.

21. "An Approach to Socio-Economic Accounting." *Conference Board Record,* November 1972.

*22. "Let's Get on with the Social Audit: A Specific Proposal." *Business and Society Review,* Winter 1972-73.

**23. *Strategies for Survival.* Amacom, New York. 1973 [This book is highly recommended as general interest reading.]

24. Mondale, Walter F. "New Tools for Social Progress." *Progressive* 31: 28-31. (Senate Office Building, Washington, D. C. 20201), 1967.

25. Rivlin, Alice M. *Systematic Thinking for Social Action.* Washington, D. C.: The Brookings Institution, 1971.

*26. Rossi, Peter H. *Cummunity Social Indicators.* Report No. 85. Baltimore, Maryland: The Johns Hopkins University Center for the Study of Social Organization of Schools. 79 pages. (Johns Hopkins University, Department of Social Relations, Baltimore, Maryland 21218), 1970.

27. Sheldon, Eleanor B. and Wilbert E. Moore "Toward the Measurement of Social Change: Implications for Progress.: Pp. 185-217 in Leonard Goodman (ed.), *Economic Progress and Social Welfare.* New York: Columbia University Press, 1966.

28. Indicators of Social Change: *Concepts and Measurements.* New York: Russell Sage Foundation, 1968.

29. "Monitoring Social Change in American Society." Pp. 3-26. in Eleanor B. Sheldon and Wilbert Moore (eds.), *Indicators of Social Change: Concepts and Measurements.* Russell Sage Foundation, 1968.

30. Springer, Michael. "Social Indicators, Reports, and Accounts: Toward the Management of Society." *The Annals of the American Academy of Political and Social Science* 388 (March): 1-13, 1970.

31. Terleckyj, Nestor E. "Measuring Progress Toward Social Goals: Some Possibilities at National and Local Levels." *Management Science,* August 1979, pp. B-765-B-778.

Auction of Values

- *Each person has $20,000 to spend.*
- *Cards with pictures of items glued on them are on display. (Examples: a new car, a set of books, a cruise ad, a beautiful wardrobe, a college diploma, a house, a boat, furniture, a diamond ring, a race horse, a farm, a camper, a ski trip, etc.)*
- *Each person purchases what he can — the highest bid wins.*
- *When all money and/or items are gone, the auction is over.*
- *A discussion which follows might point out the differences and similarities of values among people.*

TO BE SLOWLY BORN

No single event can awaken within us a stranger totally unknown to us.
To live is to be slowly born.
It would be a bit too easy if we could go about borrowing ready-made souls.
— Antoine De Saint Exupery

What IS One's Quality of Life

Eleanor Chenault McBride
Graduate Assistant
Division of Home Economics Education
University of Illinois, Urbana-Champaign

The search for quality in one's life is an individual search; one person's "quality" may be another's torment. Common to all of us is the meeting of our basic needs. Maslow in his hierarchy of needs has defined those for us. Beyond those basic needs the additions and their effects depend on the individual. Is it not our responsibility in our home economics classes to help students *as individuals* pursue the following? Perhaps we can help them to;

- identify and prepare to meet their basic needs
- examine themselves and take cognizance of their external and internal conditions
- identify their goals
- strive to achieve those goals

In attempting to study, or grasp, quality of life it becomes obvious that one's quality of life is closely tied to one's life style but is *not* dependent upon an abundance of material goods. For years people have been making changes which did not seem economically rational. Modern day pioneers, i. e., in life style changes, etc., also make changes which may seem irrational economically; these people must perceive such a change as offering a higher quality of life even though the material rewards are fewer. Our family has had the opportunity to observe some of these modern day pioneers.

My husband and I went back to college at middle age in an abrupt change to our previous life style. One of the goals we had in making that change was to see more of the country and to see it as a family. We have camped our way from coast to coast, and have seen much of our country in its 'as is' state. As a home economist I have found it intriguing to shop in grocery stores large and small, in cities and in desolate areas, and found myself comparing them with each other. One can almost 'read' the life style and quality of an area by its grocery store contents and bulletin boards. Standing out particularly in my memory is the shock I felt in shopping in a store in one isolated area. We were there to purchase supplies for several days, but after seeing the merchandise were reluctant to buy anything that was not canned or bottled. The produce for sale would have been the discards of the grocery stores with which we are more familiar. We could not help but think about those people for whom this store was the only one available and for whom other possibilities did not exist. We all know that there are other citizens marooned by geography or culture who also have few choices. Their lifestyle and their life quality are thereby affected.

We've made the same kind of comparisons with launderettes, again with bulletin boards, and have been interested in watching other people going about their laundry chores. It is amazing to see small truck loads of dirty laundry brought in to the washette. It has been delightful to chat with people as we each go about doing our laundry. We have seen and heard what we felt were indicators of their life quality. A personal bonus for us has been in watching our children and other children in these launderettes strike up one-hour (or four loads) friendships even when there existed a language barrier.

Local newspapers (preferably weeklies) provide an interesting look at the life of an area. I've made a collection of the newspapers and have used them with students to compare lifestyle components of different areas. Students learn to expand their own thinking by studying people different from themselves.

We have been fascinated to meet people pursuing quality of life for themselves. There was one young couple whom we met several miles south of the Grand Canyon who were walking along the road leading a burro and carrying a two-year old child. We passed them and then turned the car around to go back to offer them a cold drink and to talk. They told us that they had made a trip by car up through the west three years previously and had wanted to make the same trip by foot. So, three years and one two-year old later they were making the return

trip. They had gotten leaves of absence from their jobs in Needles, California, and they were headed for Wyoming. At the end of the six month period, they would board a train in Wyoming and go back to their home and work. We had seen them in May; friends of ours later saw them near Denver, so we know that they made it that far.

Another couple we met in British Columbia. Formerly of Northern Canada they had sold everything they had except a VW camper and enough equipment to outfit it. They, too, had given up their jobs. But, since they planned to be gone for two years touring the world in their camper, they had made arrangements to get temporary jobs as needed to pay their way.

In another campground we met a man who lived permanently in the trailer he towed behind his car. In his sixties, he made his living writing "how to" books and articles and did his writing as he travelled.

Each of these people was taking a certain amount of risk in his/her undertaking. What they thought of as quality in their own lives would not appeal to some other people. Yet they had made a decision for their own pursuits and were on their way.

So how does one determine what IS one' s quality of life? How will one recognize it? A look at some of the literature may give us some clues.

Mitchell *et al.* suggest that the determinants of one's quality of life are based on an individual's needs, values, and beliefs (NVB's).[1] Thus a person's perception of his/her own goal or quality of life is based on his/her own feelings and not by how well s/he measures up to someone else's standard of quality. Social changes are largely based on changes in NVB's of sub groups. These social changes occur chiefly through three modes: (1) group movements, (2) generational shifts, and (3) individual growth. Additional factors include those of economics, environment, and psychology.[2]

Graves has suggested that changes in one's NVB are the results of three "elements: (1) dissatisfaction with life as it is, (2) sufficient energy to attempt to change life patterns, and (3) the insight to know where and how to induce change in oneself."[3]

We as teachers of home economics might keep in mind that an individual's growth gains impetus in our classrooms; we need to include in our class management ways to help that individual strive for her/his own quality of life and to be prepared to expend the energy necessary to attain it.

Teaching our students goal-oriented decision making is an underlying need. The well-being of the individual is of prime importance. But what are the factors that are important in one's quality of life? Dalkey originated a list of factors which he felt were important: Health, Activity, Freedom, Security, Novelty, Status, Sociality, Affluence, and Aggression.[4]

Later Dalkey and Rourke, with a group of UCLA upper-division and graduate students, used the Delphi method and evolved the following rated clusters of important measures of quality of life: (in their instructions quality of life was defined "to mean a person's sense of well-being, his satisfaction or dissatisfaction with life, or his happiness or unhappiness")

QOL FACTORS

1. Novelty, change, newness, variety, surprise; boredom; humorous, amusing, witty.
2. Peace of mind, emotional stability, lack of conflict; fear, anxiety, suffering, pain; humiliation, belittlement; escape, fantasy.
3. Social acceptance, popularity; feeling of being wanted; loneliness, impersonality; positive feedback, reinforcement.
4. Comfort, economic well-being; relaxation, leisure; good health.
5. Dominance, superiority; dependence, impotence, helplessness; aggression, violence, hostility; power, control, independence.
6. Challenge, stimulation; competition, competitiveness; ambition; opportunity, social mobility, luck; educational, intellectually stimulating.

---

[1]Arnold Mitchell, Thomas J. Logothette, and Robert E. Kantor, *An Approach to Measuring Quality of Life* (Menlo Park, California: Stanford Research Institute), quoted in Environmental Protection Agency, *The Quality of Life Concept: A Potential New Tool for Decision-Makers,* (1972), p. II-37.

[2]ibid., II-51.

[3]Clare W. Graves. "On the Theory of Value." mimeographed paper, March 1967, quoted in Environmental Protection Agency, *The Quality of Life Concept: A Potential New Tool for Decision-Makers.* (1972), p. II-51 .

[4]Norman C. Dalkey, "Quality of Life," (unpublished paper, Rand Corporation), 1968, p. 7.

7. Self-respect, self-acceptance, self-satisfaction; self-confidence, egoism; security; stability, familiarity, sense of permanence; self-knowledge, self-awareness, growth.
8. Privacy.
9. Involvement, participation; concern, altruism, consideration.
10. Love, caring, affection; communication, interpersonal understanding; friendship, companionship; honesty, sincerity, truthfulness; tolerance, acceptance of others; faith, religious awareness.
11. Achievement, accomplishment, job satisfaction; success, failure, defeat, losing; money, acquisitiveness, material greed; status, reputation, recognition, prestige.
12. Individuality; conformity; spontaneity, impulsive, unimhibited; freedom.
13. Sex, sexual satisfaction, sexual pleasure.[5]

The staff of the Environmental Studies Division, office of Research and Monitoring of the U. S. Environmental Protection Agency sought to compile a listing of environmental indicators. One such listing is shown below:

QUALITY OF LIFE FACTORS

Environment

Air
Water
Noise
Radiation
Solid Waste
Hazardous Substances (Pesticide/Chemical)
Aesthetics
Land Use
Natural Resources
Housing
Transportation
Utilities
Material Quality
Communication and Media[6]

Some examples of the above include living space, wildlife, timber, climate, energy, recreation, and occupational environment.[7]

Socio-Political

Education
Privacy
Safety
Personal Skills
Equality
Community
Health
Choices in Life
Social Relationships
National Security
Democratic Process
Justice[6]

Possible indicators used to discern the above may be infant and maternal mortality, deaths from accidents, life expectancy, persons 25 and older who graduate from high school, persons 25 and older who graduate from college, labor force participation rate for women aged 35-64 and/or percent of population in poverty.[8]

Economic

Accumulated Assets
Living Costs
Income Distribution
Economic Security
Economic Growth
Public Spending
Discretionary Income
Leisure[6]

Included as a measure of the above may be GNP, unemployment rate, balance of payments, personal income, savings and investments, or Dow Jones Index.[9]

In our overall look at quality of life we have used the previously listed areas (Environmental, Socio-Political, Economic) with an additional fourth one: that of psychological factors. Such an area would draw its content from each of the previously named three. In addition and listed in the fourth area would be concepts like love, security, friendship, and mental health. It would seem that in this fourth area, too, we home economists have a niche to fill.

[5]Norman C. Dalkey and Daniel L. Rourke; *Experimental Assessment of Delphi: Procedures With Group Value Judgments,* Rand, 1971.

[6]Martin W. Brossman, *et al., Quality of Life Indicators: A review of State-Of-The-Art and Guidelines Derived To Assist in Developing Environmental Indicators.* (Washington: U. S. Environmental Protection Agency Office of Research and Monitoring Environmental Studies Division, 1972), p. 69.

[7]ibid., p. 44, 48-50

[8]ibid., p. 35

[9]ibid., p. 19

Martin H. Krieger, in discussing social indicators for the quality of individual life, gives some of the characteristics which have in the past tended to determine society's goal:

divine right - religious meaning and faith

land - power for those who owned and/or controlled it

capital - influence on trade, industry and manufacturing

knowledge - universities, large corporations, branches of government

He suggests that a look at emerging goals leads him to consider the importance of an additional concept, that of empathy. Krieger explains the meaning of empathy as both knowledge of ourselves and the ability to understand others. He feels that ". . . . .beyond money and knowledge comes empathy as an important component for a growing society."[10]

Industrial and post-industrial goals are listed by Krieger as happiness, individuality, diversity of choice, security, liberty, and freedom. "The industrial goals are seen almost exclusively in terms of growth of the society, and *then* the growth of the individual." He would like to see those goals "restated in the context of individuals. . ."[11]

There is the problem of measurement of those factors which we feel contribute to our lives. Much of what we consider important to the quality of our lives falls in the affective domain, which accounts for our problems in attempting to quantify quality of life. How exactly does one measure happiness, or love, or feeling?

Krieger adds to the old goals a new one to include good mental health. He summarizes M. Johoda's list (from *Current Concepts of Positive Mental Health):*

(1) the attitude of the individual towards himself, his ability to perceive reality, to accept the good and the bad within himself

(2) the realization of his potential through action, the concept of self-actualization as developed by Maslow

(3) the degree of integration of the person with his society, how capable he is of changing, of flexing, of being within the system rather than constantly fighting it

(4) the degree of independence of the individual: is he constantly dependent on others, or can he handle problems himself?

(5) the individual's view of the world, his degree of empathy, his quality and sensitivity towards the social system and others

(6) the ability to cope with problems: how capable is he of handling crisis and change?[12]

Krieger further suggests "some external manifestations of the affective quality of life" and includes them as *new* goals to be added: (1) environmental, be it man made or natural, (2) the nature of family life, (3) the quality of interpersonal relations, with particular emphasis on friendships, and (4) everyday art we see around us.[13] Who else but those of us in home economics are so well prepared to offer assistance in accomplishing these four new goals?

In a brief summary, it appears to me that quality of life *indicators* seem to fall into four areas:

- environmental
- social
- economic
- psychological

A definition of the *factors* in each of those areas is left for the individual to make. Each person's listing will likely differ from others.

With respect to quality of life the teacher's responsibility may lie not only in teaching those things which the teacher and/or the student feels affect the quality of life, but also in recognizing that at the individual psychological level quality of life is affected by the definition as well as the circumstances (or environment). At the extreme we could consider a person's quality of life as being raised if the only change is in that person's gaining better understanding of him/herself.

---

[10]Martin Krieger, ***Social Indicators For the Quality of Individual Life,*** Center for Planning and Development Research, University of California, Berkeley, California, October 16, 1969 (Berkeley: Institure of Urban & Regional Development, 1969), pp. 1-3

[11]ibid., p. 4

[12]ibid., p. 6

[13]ibid., p. 7

TO FEEL MORE CONNECTED

There is an increasing concern for the humanization of organizations, an increasing desire by people to feel more connected with each other, to act on their own environment rather than feeling acted upon.

— Vladimir Dupre

INTRODUCING THE METRIC SYSTEM INTO THE HOME ECONOMICS CLASSROOM

Elaine Parsons

Editor's note

Elaine Parsons' teaching unit on metrics was introduced in Issue 5, Volume XVIII, of the *Illinois Teacher*, May/June 1975. Originally developed for use by home economists teaching at the junior high school level, the author suggests that the material may be revised for use at other levels.

Lessons four through seven appear in this issue and will be followed by lessons eight through ten in Volume XIX, issue number 2, November/December 1975.

The spelling, notation and wording have been edited to maintain consistency with other metric materials which have been published in the **Illinois Teacher.** Until a decision is made by a national governing body, we encourage you to decide on spelling and a notation system and to be consistent whenever you write metric units or terms.

METRIC LESSON ACTIVITY IV

Objective:

The students will differentiate between the numerical values of the utensils using the metric measurements and those of the English system.

The recipes state the size of pan in inches; but the problem is to find the right size, using the metric system of measurement. This is the system of measurement that the United States is going to use in the future. It is currently used by the majority of the countries of the world. It is easier to use than the customary system of measurement because there are few fractions. The metric measuring units are divisible by one or ten and are written using decimals which makes them an easy measuring system to use.

Assignment:

Find the metric measurement for the utensils listed under "Metre and Metric Measure." Answer the following questions.

METRE AND METRIC MEASURE

Using your metric ruler, measure the lengths of the following standard utensils and record on this table.

Utensil	U. S. Customary units, inches	Metric units rounded centimetres
Cake pans		
Oblong	10 x 6 x 1½	________
	13 x 9 x 2	________
Rounded	8 x 1½	________
	9 x 1½	________
Square	8 x 8 x 2	________
	9 x 9 x 2	________
Tube	10 x 4	________
Pie Pans	8 x 1¼	________
	9 x 1¼	________
	10 x 1½	________
Cookie Sheets	10 x 10	________
	14 x 10	________
	15½ x 12	________
	16 x 11	________
	17 x 14	________
	18 x 12	________
Jelly Roll Pan	15½ x 10½ x 1	________
Loaf Pans	7½ x 3¾ x 2¼	________
	9½ x 5 x 3	________
Muffin or Cupcake	2½ x 1¼	________
	3 x 1½	________

Questions:

1. What is the metric measurement for the 9" x 1½" round cake pan?

____

2. What is the metric measurement for the 8" x 8" x 2" square cake pan?

____

3. What is the metric size for the 14" x 10" cookie sheet?

____

4. What is the size of the oblong cake pan 10" x 6" x 1½"?

____

5. What is the name of the measuring system used in this activity?

____

6. What must you know about utensils before cooking for the best results?

____

7. What are the three terms used to designate length using the metric system?

____

8. Why is the metric system easier to use than the customary system?

____

9. What can you conclude from this activity? (Read questions 6, 7, and 8 over again before writing your answer.)

Conclusions: ______________________________

____

____

____

METRIC LESSON V

METRIC ACTIVITY TO INTRODUCE THE CELSIUS SCALE FOR MEASURING TEMPERATURE

Objectives for Reference.

The students will:

1. Indentify the Celsius scale as used for measuring temperature in the metric system.
2. Define 100° Celsius as the temperature of boiling water.
3. List 100° Celsius as the same temperature as 212° Fahrenheit.
4. Interpret 0° Celsius as the same temperature as 32° Fahrenheit.
5. Identify 0° Celsius as the melting point of ice.
6. State that the Celsius thermometer is based on divisions of ten.
7. The students will demonstrate the correct use of the Celsius thermometer in measuring temperatures.

The teacher may choose to have the students answer questions based on the temperature conversion chart. The chart can also be used for a bulletin board; marking common temperatures in red letters.

Examples:

1. Body temperature 37° C
2. Nice day 23° C
3. Hot oven 240° C

Terms to be defined in the lesson.

Celsius thermometer
Centigrade
Fahrenheit

METRIC PRE-TEST AND POST-TEST FOR TEMPERATURE MEASURMENT

Student Instructions:

Place a T for true, or an F for false in each blacnk. Check your answers with the teacher, and then read the lesson.

1. ___ A degree Fahrenheit is equal to a degree Celsius.
2. ___ 0° C is a lower temperature than 0° F.
3. ___ Another name for the Celsius scale is the centigrade scale.
4. ___ Temperature is usually measured on a linear scale.
5. ___ Water heated to the temperature of 212° Fahrenheit will boil.
6. ___ Water heated to the temperature of 100° Celsius will boil.
7. ___ Ice will melt at the temperature of 0° Fahrenheit.
8. ___ The normal body temperature is 98.6° Celsius.
9. ___ The oven temperature would be very hot at 240° Celsius.

MEASURING TEMPERATURE

The Celsius scale is used to measure temperature in the metric system. Temperature is measured by using a thermometer. There are two scales commonly used. The Fahrenheit Scale is predominently used in the United States while the Celsius Scale is used in the rest of the world. The Celsius Scale is used in the metric system of measurement to measure temperature.

As in other metric forms of measuring, the Celsius scale is based on the number 10. Zero on the Celsius Scale is the melting point of ice and 100° C is the boiling point of pure water.

METRIC LESSON ACTIVITY V TO INTRODUCE THE CELSIUS SCALE

Lesson Objective:
Students will demonstrate skill in using the equipment required for metric measuring of temperature.

Materials:

beakers
graduated cylinders or metric measuring cups
Celsius thermometers
boiling water
crushed ice or ice water with ice in it
small sauce pan or tea kettle for boiling water
heating unit of some kind

Lab procedure:
Instructions for using the Celsius thermometer.

In using the thermometer for measuring temperature it is very important to observe several rules. Read carefully before beginning the metric activity.

1. NEVER shake the Celsius thermometer. The mercury will go down by itself. The thermometer breaks easily when shaken.
2. When attempting to read the mercury level for the temperature reading, NEVER hold the bulb at the end in your hand. This gives you a temperature reading for your fingers.

Metric activity instructions:

1. Place ice water or crushed ice in a beaker. Take temperature. Record both Fahrenheit and Celsius degrees on data table.
2. Run cold water out of the tap. Place in beaker and take the temperature. Record both Fahrenheit and Celsius degrees.
3. Run hot water out of the tap. Place in beaker and take the temperature. Record both Fahrenheit and Celsius degrees.
4. Heat water until large bubbles break on the surface. Place thermomter in container and measure the temperature. Record both Fahrenheit and Celsius degrees on data table.

1. DATA TABLE — Record both Fahrenheit and Celsius Degrees.

Item	Degrees Fahrenheit	Degrees Celsius
1. Ice water		
2. Tap water cool		
3. Warm or hot water		
4. Boiling water		

2. What was the approximate temperature of boiling water?
   ________ °F ________ °C
3. In which form of measurement was the boiling water recorded with a higher numerical value?

4. At what temperature was the freezing water measuring on the Celsius scale?

5. Using the Fahrenheit scale of measurement was freezing recorded at a lower or higher value than with the Celsius figure?

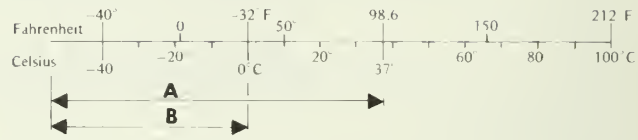
6. How many degrees Celsius is 32° F.?

7. Describe how to use the Celsius thermometer.

8. What is the Celsius temperature of line A?

9. What is the Celsius temperature of line B?

DIAGRAM OF A THERMOMETER



METRIC LESSON VI — ACTIVITY TO INTRODUCE THE LITRE FOR MEASURING VOLUME (LIQUIDS)

The Litre:

How confusing it has been to use the customary form of measurement and to choose the correct unit of measure. In converting, it might be pint, quart, gallon, fluid ounce, peck, gill or barrel, but all this will change with the metric system. Liquid or volume is always measured using the term litre. In home economics, liquids for recipes may now be measured using the metric measuring cup which contains 250 millilitres (ml), or a standard beaker, the kind used in science classes.

The term litre is used when measuring liquids or volume in the metric system of measurement. A litre in customary terms can be described as a little more than a quart which means it is about 4¼ cups. The term millilitre is most commonly used in preparing recipes. If you remember the prefix milli, you can easily see millilitre is equal to 1/1000 of a litre. This means it takes 1000 millilitres to equal one litre. Now let's try our skill in measuring volume (liquid) using the metric measuring cup.

Review the terminology for measuring volume (liquids)

litre — term used for measuring volume equivalent to about 4¼ cups liquid.
millilitre — 1000th of a litre. 1000 ml = 1 litre
ml — the symbol for millilitre
ℓ — the symbol for litre
metric measuring cup — a liquid measuring cup used for measuring volume. It holds 250 ml.
capacity — all that can be contained
volume — a term used to indicate liquid

METRIC LESSON ACTIVITY VII

Lesson objective:
The student will correctly demonstrate the use of the metric measuring cup for volume measurement.

Student Activity
litre measurement

Instructions:
1. Using the metric measuring cup, measure the following amounts of liquid in millilitres and record the equivalent amounts in standard cup terms.

Volume in millilitres to be measured	Record equivalent cups here
31 ml	________ cups
125 ml	________ cups

63 ml	____________	cups
167 ml	____________	cups
83 ml	____________	cups
188 ml	____________	cups
250 ml	____________	cups

2. Check your answers with the teacher; then answer the following questions by using your chart for help.
   a. How many millilitres equal ½ cup?
   ____________ ml
   b. If your recipe called for 3/4 cup water, how may millilitres would you use?
   ____________ ml
   c. Refering back to the introduction, how many millilitres does it take to make one litre?
   ____________ ml

METRIC LESSON ACTIVITY VII – LITRE CONTINUED

Lesson Objective:
The student will prepare a beverage using the metric measuring technique.

Introduction and Instructions:

In reviewing measuring techniques it is important to remember the correct use of equipment will aid in achieving accurate results in measuring.

In correctly using the measuring cup remember that the liquid should be even with the line which indicates the amount needed. Always view at eye level for more accurate readings.

In preparing the beverage recipe you will again be using the millilitre which is a smaller part of the litre. It takes 1000 millilitres to equal one litre.

Follow your recipe carefully and measure accurately. Your reward will be a tasty beverage. Prepare the assigned recipe.

I. Recipe – Pink Lemonade. 6 - 8 servings

200 ml lemon juice
125g – 200g sugar*
1500 ml cold water
Ice Cubes
Mint, cherries of lemon rind curls
Pink or red coloring

*Make sugar syrup if desired by boiling sugar with equal amounts of water for 5 minutes and use instead of granulated sugar.

1. Wash lemons and squeeze juice.
2. Mix juice, cold water, and sugar, or syrup, then add coloring, being careful not to make ade too pink.
3. Pour into tall glasses over ice cubes.
4. Garnish with mint, cherry, or lemon rind curl and serve.

II. Recipe – Limeade

Follow directions for lemonade, substituting lime juice for lemon juice and green coloring for red. Serve over crushed ice and garnish with slice of fresh lime.

III. Recipe – Hot Cocoa 4 - 5 servings
(Low fat, low calorie)

30 ml cocoa*
30 - 45 ml sugar (brown)
Dash of salt
330 ml nonfat dry milk
1000 ml water (500 ml evaporated milk and 500 ml water)
2 ml vanilla
1 ml Mapeleine

1. Mix cocoa, sugar, salt, and 125 ml water, and boil for 2 minutes.
2. Mix remaining water with milk, and add to cocoa.
3. Cover and heat over low heat until hot.
4. Add vanilla and Mapeleine and serve at once. Garnish with marshmallow or whipped cream if desired.

*15 ml is approximately one tablespoon and 5 ml is approximately one teaspoon.

Recipes found in You and Your Foods, Ruth Bennett White, Sec-ed. Prentice-Hall Inc. Englewood Cliffs, New Jersey, 1966, p. 357.

ANSWERS

Metric Lesson Activity IV

All measurements are approximate due to varying pan sizes.

1. 23 cm x 4 cm
2. 21 cm x 21 cm x 5 cm
3. 36 cm x 25 cm
4. 25 cm x 15 cm x 4 cm
5. metric system
6. the correct size for the recipe
7. millimetre, centimetre, metre
8. All of the measuring units are divisible by one or ten and written using decimals.
   Conclusions:
9. Millimetre, centimetre, and metre are used for measuring length.
   The metric system is easier to use because all measuring units are divisible by one or ten.
   The measuring units are written using decimals.

Pre-Test and Post-Test for Metric Lesson V

1. False
2. False
3. True
4. True
5. True
6. True
7. False
8. False
9. True

Metric Lesson Activity V

1. The temperatures will be approximate.
2. 212° F
3. 100° C
3. Fahrenheit
4. 0° C
5. higher
6. 0° C
7. Do not shake down or place hand on bulb. Gently place

the thermometer in liquid. Read the temperature as the amount where the mercury line stops.

8. $37^{\circ}C$
9. 0° C

Metric Lesson Activity VII

1. Equivalents

31 ml	1/8 cup
125 ml	1/2 cup
63 ml	1/4 cup
167 ml	2/3 cup
83 ml	1/3 cup
188 ml	3/4 cup
250 ml	1 cup

2. Questions
   a. 125 ml
   b. 188 ml
   c. 1000 ml

ADDITIONAL CLASSROOM MATERIALS

HOUSEHOLD MEASURES
METRIC SYSTEM

1 teaspoon	=	5 grams
1 tablespoon	=	15 grams
1 cup	=	240 grams
1 ounce	=	28.3 grams (approximately 30 grams)
1 pound	=	453.6 grams (approximately 454 grams)
1 quart	=	907 grams (approximately .9 litre)

*1000 grams (1 litre) is approximately 1.06 quarts

Camarillo State Hospital — Food Service

*Distributed at the U.C.L.A. Metric Conference September 7 - 8, 1973.

UTENSILS: STANDARD SIZES IN U.S. CUSTOMARY UNITS AND IN ROUNDED METRIC UNITS

Utensil	U. S. Customary units, inches	Metric units, rounded, centimetres
Cake Pans		
Oblong	10 x 6 x 1½	25 x 15 x 4
	13 x 9 x 2	33 x 23 x 5
Round	8 x 1½	20 x 4
	9 x 1½	23 x 4
Square	8 x 8 x 2	21 x 21 x 5
	9 x 9 x 2	23 x 23 x 5
Tube	10 x 4	25 x 10
Pie Pans or Plates	8 x 1¼	21 x 3
	9 x 1¼	23 x 3
	10 x 1¼	25 x 4
Cookie Sheets	10 x 8	25 x 21
	14 x 10	36 x 25
	15½ x 12	39 x 30
	16 x 11	41 x 28
	17 x 14	43 x 36
	18 x 12	46 x 30
Jelly Roll Pan	15½ x 10½ x 1	39 x 27 x 3
Loaf Pans	7½ x 3¾ x 2¼	19 x 10 x 6
	9½ x 5 x 3	24 x 13 x 8
Muffin or Cupcake Pans	2½ x 1¼	6 x 3
	3 x 1½	8 x 4

*Southern California Edison Company "Metric Conversions" distributed as a public service through their Consumer Education Program. SCE August 1973.

COOKING MEASURE EQUIVALENTS

Metric Cup	Volume (Liquid)	Liquid Solids (Butter)	Fine Powder (Flour)	Granular (Sugar)	Grain (Rice)
1	250 ml	200 g	140 g	190 g	150 g
3/4	188 ml	150 g	105 g	143 g	113 g
2/3	167 ml	133 g	93 g	127 g	100 g
1/2	125 ml	100 g	70 g	95 g	75 g
1/3	83 ml	67 g	47 g	63 g	50 g
1/4	63 ml	50 g	35 g	48 g	38 g
1/8	31 ml	25 g	18 g	24 g	19 g

Equivalents available from Union Carbide Corporation—Educational Aids Department, P. O. Box 363—Tuxedo, New York 10987.

COOKING TEMPERATURES FOR FOODS: FAHRENHEIT AND ROUNDED CELSIUS SCALES

Cooking operation	Temperature	
	F°	Rounded C°
Baking: Oven temperatures:		
Very slow	250 and 275	120 and 135
Slow	300 and 325	150 and 165
Moderate	350 and 375	175 and 190
Hot	400 and 425	205 and 220
Very hot	450 and 475	230 and 245
Roasting: Internal temperatures: Beef:		
Rare	140	60
Medium	160	70
Well-done	170	80
Deep-fat frying:		
Chicken	350	175
Doughnuts, fish	350 and 375	175 to 190
Cauliflower, onions	375 and 385	190 to 195
Potatoes	385 and 395	195 to 200
Candy-making		Exact temperatures

*Southern California Edison Company "Metric Conversions" distributed as a public service through their Consumer Education Program. SCE August 1973.

BEEF STEW WITH CORNBREAD TOPPING

1 kg stewing beef, cut in 2 cm cubes
1 garlic clove, minced
5 ml salt
1 ml pepper
2 onions, sliced
3 carrots, sliced
200 ml hot water
1 can (250 ml) tomato sauce

Place meat in 33 x 23 cm baking dish and sprinkle with garlic, salt and pepper. Add sliced onions and carrots. Mix water with tomato sauce and pour over meat and vegetables. Cover with foil and bake in 165° C oven for 2 hours or until meat is tender. Then prepare topping.

TOPPING:

150 g cornmeal
200 g flour
50 g sugar
30 ml baking powder
5 ml salt
1 egg
250 ml milk
50 ml oil

Combine cornmeal, flour, sugar, baking powder and salt. Mix together egg, milk and oil and stir lightly into dry ingredients. Uncover meat and drop cornbread batter by spoonsful on top. Place casserole back in oven, uncovered for 15 minutes.

YIELD: 8 servings

*Recipe prepared by Southern California Edison Company and distributed as a public service through their Consumer Education Program, SCE August 1973.

INSTRUCTIONS

The following may be used in the game CHUTES AND LADDERS which is found in local toy stores, or may be used in a similar 'routed' game. The point value is equivalent to the number of moves permitted on the board. Each player begins in space number 1. In turn, each player draws a card, reads the question and attempts an answer. A correct answer earns the player the right to move his pawn the assigned number of places. If the incorrect answer is given, the next player may try to answer it, and if correct, move the number of places given on the card. The winner is the one who reaches the goal first.

QUESTIONS AND ANSWERS FOR CHUTES AND LADDERS

Side one of card	Side two — answers	No. of points
1. What term is used to measure length?	1. metre	1
2. What term is used to measure mass or weight?	2. gram or kilogram	1
3. What term is used to measure volume?	3. litre	1
4. What scale is used to measure temperature?	4. Celsius	1
5. What is the most commonly used system of measurement in the world?	5. metric system	1
6. What makes the metric system easier to use than other measuring systems?	6. Equivalents are divisible by 10.	1
7. The prefix deci is equal to ______.	7. 1/10	3
8. The prefix milli means ______.	8. 1/1000	3
9. The prefix centi means ______.	9. 1/100	3
10. Kilo refers to ______ times.	10. 1000	3
11. Hecto is a prefix meaning ______ times.	11. 100	3
12. Deka is a prefix meaning ______ times.	12. 10	3
13. There are few ______ in the metric system.	13. fractions	1
14. 1000 millimetres is equal to ______ metres.	14. 1 metre	2
15. 100 centimetres is equal to ______ metres.	15. 1 metre	2
16. ______ decimetres is equal to one metre.	16. 10 decimetres	2
17. One dekametre equals ______ metres.	17. 10 metres	2
18. ______ hectometres equals 100 metres.	18. 1 hectometre	2
19. ______ kilometres equals 1000 metres.	19. 1 kilometre	2
20. m is the symbol for ______.	20. metre	1
21. ______ is the symbol for millimetre.	21. mm	1
22. The symbol for centimetre is ______.	22. cm	1
23. km is the symbol for ______.	23. kilometre	2
24. In writing metric symbols no ______ are used because it is a decimal system.	24. periods	3
25. The metric system is based on divisions and multiples of the number ______.	25. ten	1
26. The smallest division of space on the metric ruler is the ______.	26. millimetre	2
27. g is the symbol for ______.	27. gram	1
28. What tool is used for weighing objects?	28. a scale or a balance	1
29. A kilogram is equal to ______ grams.	29. 1000 grams	3
30. ml is the symbol for ______.	30. millilitre	2
31. C° is the symbol for ______.	31. degrees Celsius	2
32. Is 77° C a warm or cool temperature?	32. warm	3
33. 0° Celsius is the same as ______ Fahrenheit.	33. 32° F	4
34. How cold is 0° C?	34. freezing	3
35. Boiling water is ______ ° C.	35. 100° C	4
36. Freezing is ______ ° C.	36. 0° C	4
37. 212° F is the same as ______ ° C.	37. 100° C	4
38. What kind of day would it be if the temperature was 20° C.	38. A cool day, equal to 68° F.	3
39. 250 ml is the size of a metric ______.	39. measuring cup	2

Questions for the game prepared by Elaine B. Parsons, Masters Candidate at California State University, Long Beach. Teacher of Eighth and Ninth grade Home Economics and Science, Long Beach Unified School District, California.

ILLINOIS TEACHER OF HOME ECONOMICS
formerly
ILLINOIS TEACHER FOR CONTEMPORARY ROLES
Back Issues Order Form

These selected back issues are available at $1.75 each. Please indicate in the blanks the number of issues desired. Letters in parentheses refer to subjects contained in each issue. (See reverse)

Volume XI, 1967-68 Designing for Change

_____ No. 1 Consumer Education for Disadvantaged Adults (a, b, c, h)

Volume XII, 1968-69 Action and Innovation

_____ No. 1 Feasibility Studies about Employment Education (e, f)
_____ No. 2 Occupational Program Descriptions and Legal Aspects of Such Programs (e, f)
_____ No. 3 Working With People Having Special Needs (c, d, i)
_____ No. 4 Curriculum Guides for Grades 9 and 10; The World of Work (e)
_____ No. 5 Independent Study Techniques; Displays, Occupations in an Institution for the Mentally Retarded (c, e, g, i)
_____ No. 6 Video Tape Techniques; Employment Education Course (e)

Volume XIII, 1969-70 Relevance In:

_____ No. 2 Consumer Education (a, b, d, h, i)
_____ No. 3 Vocational Cooperation (e)
_____ No. 4 Family Life Education (g)
_____ No. 5 Teaching the Neediest (a, c, i)

Volume XIV, 1970-71 Home Economics for the Seventies Accent On:

_____ No. 1 Nutrition for Consumers (a, i)
_____ No. 2 Meeting Low Literacy Needs (a, c, d, h, i)
_____ No. 3 Curriculum Ideas for the 70's (a, b, c, f, g, h)
_____ No. 4 Home Economics Occupations (e)
_____ No. 5 The Dual Role (e)
_____ No. 6 Values and Practices in Clothing Selection (f)

Volume XV, 1971-72 Old Values and New Applications

_____ No. 1 Simulations and Games in Consumer Education (b, h, i)
_____ No. 2 Consumer Education and Slow Readers (b, c, d, h, i)
_____ No. 3 New Ways to Individualize Education (a, b, d, i)
_____ No. 4 Home Economics and Vocational Education (a, e, g)
_____ No. 5 Home Economics in the Middle School; Home Economics Facilities (a, e, h)

Volume XVI, 1972-73 Humaneness and Home Economics in the Secondary School

_____ No. 1 Nutrition Education for Increased Humaneness (a, i)
_____ No. 2 Consumer Education and the Quality of Life; Drug Education; Legal Aid; Ecology; Nutrition (b, f)
_____ No. 3 The Family in Today's Society; Occupational Program in Child Development; Drug Abuse Prevention; Urban Communes; Toys for Consumers (e, g, h)
_____ No. 4 The Liberated Family; Women's Rights Movement and VOTEC Education (g)
_____ No. 5 Career Selection as a Humanizing Experience (e)

Volume XVII, 1973-74 Reaching All Minorities Through Home Economics

______ No. 1 Capitalizing on Interest in Children (f, c, i)
______ No. 2 Exploring Careers in the Junior High School (e, i)
______ No. 3 Better Health Through Better Nutrition (a, b, i)
______ No. 4 Housing — Designing for People's Needs (h, e, c, b)
______ No. 5 Better Management and Improved Consumer Education for All Ages (b, h)

Volume XVIII, 1974-75 New Faces and Places for Home Economics

______ No. 1 Unified Arts Programs Including Home Economics (b, e, g)
______ No. 2 Thoughts on our Theme: Leaders in Home Economics (b, g)
______ No. 3 Serving All Ages (a, g, i)
______ No. 4 Vocational and Career Education (e, g)
______ No. 5 Human Roles: Examining Choices Through Education (g)

(a) nutrition education
(b) consumer education
(c) teaching the disadvantaged
(d) slow readers
(e) career education in home economics
(f) textiles and clothing
(g) child and family
(h) housing and money management
(i) individualizing instruction

Check enclosed for $ __________ in payment of __________ back issues. All orders for less than $5.00 must be accompanied by payment.

Name ______________________________

Address ______________________________

City ______________ State __________ Zip __________

Please mail this form to: ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

WANTED: METRIC RECIPES FOR CLASSROOM USE

The Illinois State Board of Education has adopted a Metric Policy Statement which reads, in part:

> Beginning in fiscal year 1976, local education agencies shall begin introduction of the metric system of measurement as the primary language of measurement and the customary system as the secondary language of measurement in Grades K-6, with the metric system of measurement taught exclusively in Grades 7-12.

Thus, home economics teachers at the junior and senior high level in Illinois are to begin teaching the metric system. Other states are also implementing metric education.

Many metric measuring tools and teaching aids are now available. To aid the home economics teacher, we have published a correspondence course, "The Home Economics Teacher and Metrics" (Volume XVIII, issues 2-5) and a teaching unit on metrics for junior high teachers (Volume XVIII, issure 5 and continuing in this volume). However, there seems to be a lack of metric recipes that are suitable for classroom use.

Will you send us metric recipes that you have found useful in the classroom? We will print the recipes, your name and school, and the concepts you taught with the recipes. By sharing your successful classroom recipes, you will help other teachers and alleviate the shortage of metric recipes suitable for use in food labs.

The following guidelines will aid you in writing the recipes:

Guidelines

1. Recipes are to be tested by the party submitting them.
2. Volume measures are to be used with the following practices:
   A. Unit used is litre (ℓ) divided into 1000 parts designated as millilitres (ml). *Do not* use dekalitre, decilitre, centilitre, or fractions of litres.

Examples:	CORRECT	INCORRECT
	500 milliltres or 0.5 litre	1/2 litre or 5/10 litre
	200 milliltres or 0.2 litre	2 decilitres

   B. Larger volume amounts should be rounded off to the nearest 25 millilitre division.

   C. Smaller amounts should be measured by 15 ml, 5 ml, 2 ml, or 1 ml (somewhat comparable to 1 T, 1 tsp., and "fractions of teaspoons.")
3. Food ingredients listed by mass (weight) are measured by kilogram or gram. Only food items previously measured by mass will continue to be measured in this way by consumers. (Example: butter, ground beef, fruits and vegetables in large quantity and other large quantity preparation)
4. There should be a goal to "live metrics" *not* to simply convert. Odd numbers carried out mathematically to include decimal segments will not be accepted. Example: **Correct**—23 cm round cake pan; **incorrect**—22.87 cm or 22.9 cm
5. Cooking temperatures will be measured by degree Celsius. The following chart will assist in rounding off temperatures.

Oven Temperatures	°F	°C
Very slow	250 - 275	120 - 135
Slow	300 - 325	150 - 165
Moderate	350 - 375	175 - 190
Hot	400 - 425	205 - 220
Very hot	450 - 475	230 - 245
6. Utensil sizes for food preparation will be measured by volume or linear measure. (Example: a 2 litre saucepan, a 20 cm X 20 cm baking pan, a 23 cm round cake pan)

The above guidelines were submitted by Carole Bielefeld, Coordinator of Home Economics for Orange County Department of Education, Santa Ana, California; author of "SI . . . A Metric Workbook for Teachers of Consumer and Homemaking Education"; active leader in metrics with California Home Economics Association; and delegate for the United States at the recent metric conference in Australia.

Send your metric recipes for classroom use, concepts taught with the recipes, and your name and school (Indicate if it is a junior high, senior high, jr. college, etc.) to:

ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

Thank you!

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
351 Education Building
Urbana, Illinois 61801

ADDRESS CORRECTION REQUESTED

FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage
PAID
Urbana, Ill. 61801
Permit No. 75

Vol. XIX, No. 2
November/December 1975

ILLINOIS TEACHER
OF HOME ECONOMICS

THE QUALITY OF LIFE AND HOME ECONOMICS

QUALITY OF LIFE FOR HOME ECONOMICS TEACHERS

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
351 Education Building
Urbana, Illinois 61801

ADDRESS CORRECTION REQUESTED

FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage
PAID
Urbana, Ill. 61801
Permit No. 75

Vol. XIX, No. 2
November/December 1975

ILLINOIS TEACHER
OF HOME ECONOMICS

THE QUALITY OF LIFE AND HOME ECONOMICS

QUALITY OF LIFE FOR HOME ECONOMICS TEACHERS

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Urbana, Illinois 61801

Vol. XIX, No. 2, November/December 1975. Published five times each academic year. Subscriptions $7.50 per year, $21 for three years; Canada, $8.50 per year, $24 for three years; Foreign, $10 per year, $27 for three years. Single copies $1.75. Special $5 per year for undergraduate and graduate students when ordered by teacher educator on forms available from ILLINOIS TEACHER office.

Address: ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

Telephone: 217-333-2736

A MESSAGE TO TEACHERS in Illinois and those willing to commute to Illinois

WE NEED YOUR HELP!

FEASIBILITY SURVEY FOR EXTRAMURAL COURSES IN HOME ECONOMICS EDUCATION

Some teachers have asked whether a graduate course in home economics education could be offered in their area of Illinois. The answer is yes IF we have enough students enrolled and IF we have an instructor available. We now have one home economics education course (Votec R-450—Evaluation) that carries residency credit and others (with E numbers) carry extramural credit.

If you are interested in off-campus courses, it will be helpful to us in planning if you will give us some information below.

Your name ______________________________

School and address ______________________________

Home address ______________________________

Telephone ______________________________

Are you in a degree program? __________ If so, where? ______________________

If not, are you interested in a degree program at University of Illinois? __________

I am interested in:

____Workshop in curriculum development in occupational education (Votec 459)
____Workshop in curriculum development in nutrition education (Votec 459)
____Workshop in curriculum development in consumer education (Votec 459)
____Problems and trends in home economics education (Votec 456)
____Supervision of student teachers as a cooperating teacher (Votec 399)
____Evaluation (Votec 450)
____Other (you name it) ______________________________

I prefer:
____fall
____spring
____summer
____it doesn't matter when

I prefer:
____Chicago area
____St. Louis area
____Springfield area
____Other (you specify)
____

I prefer:
____4:00 to 6:30 p.m.
____6:30 - 9:00 p.m.
____Saturday morning

If there is any evening you could not attend, which one(s)? ______________

Other comments: ______________________________

____

Remove this page, fold, and mail to:

Hazel Taylor Spitze
352 Education
University of Illinois
Urbana, IL 61801

THANK YOU!

Note: If you filled out one of these at IVHETA and left in hotel mailbox, please send another! Sorry those were lost.

SPECIAL OFFER!

The following items of the INNOVATIVE TEACHING TECHNIQUES materials are being offered at half price, i.e., 50 cents (or in quantities of 20 or more before January 1 at 3 for $1.00) while the supply lasts:

Nutritive Values of Common Foods in Percent of RDA. (The "Percent" Charts.) Computations were made by Gail Vander Jagt. One hundred and seventy-four foods have been taken from USDA Home and Garden Bulletin No. 72, and translated into percent of RDA for calories and eight nutrients, using as the 100 percent reference the woman 22-35. The foods are grouped as follows and alphabetized within groups: Milk and milk products; meats and eggs; vegetables; fruits; cereals; breads, cakes, and pies; other sweets; fats and oils; and miscellaneous. The charts may be utilized in many games, simulations, learning quizzes, self-teaching kits, etc. An accompanying leaflet suggests some possibilities.

Approximate Nutritive Values of Common Foods. (The "X" Charts.) Computations were made by Gail Vander Jagt. These charts are the same as above, except that instead of numbers showing exact percents, values are shown with X's, each of which represented approximately ten percent. Younger children and slower learners might more easily add ten X's to reach the optimum 100 percent than they could add actual figures. Some accuracy is lost in the rounding, of course. Nevertheless, anyone can see at a glance that the more X's they see opposite a food, the more nutritive value it has. An accompanying leaflet suggests some possible uses.

Help! *We need your assistance!*

Nutrition Lifestyle and Quality of Life is the theme of the fourth issue of the *Illinois Teacher.* Some of the topics to be included are:

Nutrition Diseases of Lifestyle—Coronary Heart Disease
Obesity and Overweight
Dental Caries
Iron Deficiency

Lifestyles Which Affect Nutrition—Snacking
Eating Away From Home
Vegetarianism

Readers are invited to submit articles or ideas related to this theme or approaches which have worked in teaching these current nutrition concerns. Submissions should be sent to the Editor, *Illinois Teacher* **before January 1, 1976.**

QUALITY OF LIFE FOR HOME ECONOMICS TEACHERS

FOREWORD

This issue of *Illinois Teacher* focuses upon the **teacher**—her/his life, satisfactions, continued growth and competencies.

But, please note: quality of life for the home economics teacher is only one of the goals! Of course, we want the home economics teacher to enjoy the vitality which comes from satisfying human needs and growing to one's fullest potential. We want this for all people. In the *Illinois Teacher* we are also concerned with the effect upon the learner. This issue points to ways the teacher can develop new sensitivity, understanding and skills which will increase teaching effectiveness. The teacher growth suggestions are related to specific improvements and changes in teaching.

Enthusiasm and effectiveness in the teacher—qualities which reflect a rich and satisfying life—are highly dependent upon one's attitudes, skill in human relationships and concepts of self. Each of the short articles refers directly or indirectly to these aspects of the teacher's life. The importance of these personal attributes are emphasized by two short statements, by Dr. Helen Westrum and Diane Proctor, which appear as the introduction.

Quality of life for the educator is truly enhanced by working with others. The opportunity for continued growth and learning, and the joy of working as a team in the state of Washington may not be as clear to the reader as it is to the writers. Therefore, we would like to point out that this is only one of many joint efforts. All who participated wish to acknowledge the leadership of Marianne Andrews, Director of Home and Family Life Section, Vocational Education, Office of State Superintendent of Public Instruction for her continued leadership and for making a cooperative working relationship possible.

Alberta D. Hill, Guest Editor
Dean, School of Home Economics
Washington State University
Pullman

EDITOR'S NOTE:

Illinois Teacher is grateful to Dr. Hill and the others in the state of Washington who made much of this issue possible. Articles for this issue contributed directly to *Illinois Teacher* office include those on pages 79-114.

Judy Brun shares some of her own and her students' thinking on Educating for Changing Roles for men and women, and a Washington attorney, Marguerite Rawalt, interprets some of our laws as they affect women.

Mary Jo Poindexter describes how she uses the community as her classroom, and a simulation through which student teachers gain confidence in handling discipline problems is contributed by Barbara Kay Dommert and Wilma P. Griffin.

Judy Oppert interviews a professor of special education on Teaching Vocational Skills to the Handicapped, Donna Sanderson tells how she teaches processes in food preparation to 10-12 year olds, Walter Feinberg and his graduate students share some thoughts on decisions regarding policy changes, and we conclude with the last three lessons on teaching metrics by Elaine Baldwin Parsons.

INTRODUCTION

QUALITY CONCEPTS OF SELF FOR TEACHERS AND STUDENTS

Helen J. Westrum
Teacher Educator
Eastern Washington
State College
Cheney, Washington

Each of us has an image in our mind of what we are like. The human being has the ability to step mentally outside of self and to look at the self and to make judgments on what is seen. This is the essence of what self concept is. If the person's view of self is not distant from what is perceived as the ideal self, one is comfortable with the self concept. If a great distance is perceived between what is and what is perceived as the ideal, deep unhappiness results.

For home economics teachers the self is often diminished by a desire to plan meaningful learning experiences for students if some constraint, such as inadequate clerical help, lack of equipment, lack of money or time, keeps them from doing their best. The self is tied to one's work. A study by Westrum (1974) showed that the longer a woman worker held her present position the higher score she made on the Tennessee Self-Concept Scale. The longer a woman holds a job the better she is able to cope with its constraints through better management and a **realistic** appraisal of what can be done in a day. Probably she still realizes the dissonance between the self and the ideal self but the disturbance is no longer painful.

Identify Positive Reinforcements

Because rewards from society and students are mostly nonverbal, teachers will find the responsibility of keeping their self-concept in good shape a do-it-yourself project. How can we do this? First, we need to be sure we can identify the positive reinforcement when it comes in our direction. Students in this culture are not expected by their peers to say, "Gee, you're a great teacher," unless the teacher is leaving, or in some other rite-of-passage situation. What they **can** do, is smile, bring us a clipping from the paper, show us a picture, share a personal experience, cooperate, put the sewing machine heads down and, sometimes, tease. We can count and identify all the positive reinforcements we get in one day.

When a teacher can identify all the positive reinforcement that comes her/his way, this will strengthen the self-concept. From this position of ego strength, she will be able to create a better quality of life in her classroom.

And the Students' Self-Concept

Young home economics students face at least two major causes for their self-concept to be diminished:

> First, it is extremely difficult for them not to have their ideal self diminished by any form of evaluation that shows they are less than perfect. They cannot divorce their self-concept from their performance. Adults cannot do this very well either; for young people, the self is new and especially vulnerable.
>
> The second major effect on the self-concept of young high school *girls* was reported in the studies of Super (1957), who showed that some time during the last two years of high school a girl's self-concept begins to decline. Girls' self-concept scores move upward in a steady progression until this time. Reasons for this have not been clearly established. Career choices are being made when a girl's self-concept is at its lowest. The consequences of this phenomenon may keep women from selecting upwardly mobile careers.

Home economics teachers can help build all young students' self-concepts by rewarding positive behavior that is exhibited in discussions, in laboratory experiences, or in being attentively quiet when that is appropriate behavior. Tests and comparisons need not be the only means of evaluation.

References

1. Westrum, Helen. *Self-concepts of Gainfully Employed Women Workers.* Corvallis, Oregon: Oregon State University, 1974.
2. Super, Donald E. *The Psychology of Careers.* New York: Harper and Brothers, 1957.

TEACHER ATTITUDE AND CLASSROOM ENVIRONMENT

Diane Proctor
Teacher Educator
Washington State Univers
Pullman, Washington

The purpose in addressing teacher attitude and classroom environment is not to define what **should** be. Rather, the challenge before the teacher, is to question **what is.**

We can begin by questioning and evaluating the effect our behaviors have on groups and what behaviors free, or inhibit, students in their quest for learning. What are our attitudes about teaching? What is our purpose for teaching? How do we feel about students in the educational setting? How do we define the ideal classroom situation? How do we define our present environment? How might these come together? And, what do our students say? How do they feel when leaving our classrooms?

Dealing with groups of individuals requires an understanding of the psycho-dynamics and emotional-motivational influences on learners, as well as a knowledge of group processes. A facilitator must understand the effect teacher and student interaction has on the group. A major part of what happens in the classroom is not due to the subject being taught, but is influenced **by teacher behaviors** and **attitudes.**

It is a recognized fact that the skillful teacher can make even the dullest subject come alive:

if the classroom is a warm and meaningful place for students to be,

if the atmosphere is one of created firmness, kindness, encouragement, and understanding,

if the learners are allowed to find a place and develop within the group an assurance and self-confidence within the group,

if the learners have a voice in selecting goals and activities with the teacher working as a facilitator rather than the dictator of learning,

and **if** the learners are totally involved through positive intellectual, social, and emotional stimulation.

Self perceptions influence how an individual develops, reacts, and responds to his/her unique world. What factors influence the molding, breaking down, or building of students' behavioral patterns in educational settings? If in helping others we are likely to be successful to the degree that we understand the perceptual worlds of those with whom we work, then what is the role and contribution of a teacher in establishing good teacher-learner relationships? Are we understanding the sensitivity of student behaviors and group processes needed to influence and facilitate learning? Even with a multitude of resources and sufficient subject matter knowledge, we may go through the motions of teaching while the students may not be learning.

What is our awareness of teacher attitude and classroom environment? Do we provide an environment which maximizes the positive and enhances learning opportunities? How will we work to improve the quality of life for both ourselves and our students in the classroom?

Quality of Life and Quality of the Environment

Jane E. Roberts
Teacher Educator
Western Washington
State College
Bellingham, Washington

Developing Sensitivity to Environment

The issue that confronts all of us is that our very survival depends on the preservation of our environment—the air we breathe, the food we eat, the water we drink, the resources we use. No longer can we live our lives indifferent to this issue, for by our actions—or our failure to act—there is a non-reversible impact on our environment. Can we as home economics teachers help reverse the trend and improve the quality of life for all?

The problem of respecting the environment is multi-dimensional. One dimension is the spreading patterns of the individual consumer. The United States, which has only about 6% of the world's population, consumes 30-40% of the *world's* resources! We are wasting almost 50% of the energy we consume. And, in just one year we discard about two million appliances, from toasters to refrigerators, one million television sets, and junk about six million cars. In just one year, Americans discard twenty million tons of paper, thirty million bottles and sixty million cans. We create about three and one-half billion tons of waste that cannot be incinerated.

And then there is the consumers' demand for convenience packaging and convenience products that are detrimental to the environment in their production and disposal. We reuse only about three out of every 100 containers, and forfeit over $700,000 in bottle deposits because discarding is more convenient.

The *value* we place on material possessions is another dimension of the problem. We confuse our wants with our needs—the essentials with the non-essentials. Our natural resources are limited, but our wants are unlimited! As consumers, we appear to value *things*, rather than people. We pride ourselves in our *independent* consumer decisions for the good of the family, when in actuality, the world is very interdependent. Instead of asking "Can I afford it?" we should be broadening our scope to ask "Can the world's resources afford it?"

Sensitivity to Values

As home economists, especially home economics teachers, we need to re-evaluate and clarify our own personal values. What is it we value? Is it really to improve the quality of life for all? If so, are we as individuals prepared to make some basic changes in our own life style to implement this value? How can we reconcile our personal dependence on electrical convenience appliances and the energy crisis, the acquisition of material possessions with the depletion of world resources? Until we as teachers have taken the first step of valuing the protection of the environment, we cannot teach others.

Do we believe it important to help students become aware of environmental problems and their own values through classroom experiences that stimulate individuals to think about value-related issues regarding personal consumerism and environmental consequences? Are we willing to help learners in our classes to see the relationship between hamburgers wrapped in throw-away foil and paper at the drive-in, and the quality of life in another part of the world? Do we value providing opportunities for learners to explore consumer alternatives and give thoughtful consideration to the consequences to the environment of *each* alternative? Are we willing to re-examine the content of home economics? Does the content reflect our concern for the environment and the quality of life or is the focus in our laboratories on the *latest* electrical convenience gadgets? Are we promoting non-essential small appliances that *duplicate* the function of other equipment we already have? If we are concerned about world food shortages and the quality of life for starving people in the world, can we justify a meal management lab with *each* "kitchen unit" preparing a full recipe of a meat dish, especially when the students have already had their regular meals that day? How do we view cooking failures, due to carelessness, that end up tossed down the garbage disposal? Have we helped learners to see the relationship between the large scraps of new fabric tossed into the waste basket when cutting out a garment, and the limited world resources?

Teaching Approaches

Home economics teachers *can* incorporate environmental concerns into the content of units in foods, nutrition, clothing, textiles, equipment, home furnishings, housing, consumerism, and even family relationships and child study. To do this may simply be a matter of broadening the teaching perspective. We can, moving from a focus on the *individual's independent* decisions toward an attitude of *inter*dependence of decision-making, for example, drawing a relationship between the individual decision to have meat every day and the insufficiency of enough meat resources for the world's people.

Teaching approaches may need to develop further the concept of the "chain-reaction" of consumer decision-making—to include environmental consequences. Students need to consider that an individual decision to rent or buy a recreation vehicle such as a snowmobile, trail bike or motor boat means making decisions related to air pollution, noise pollution and energy depletion, or that when the individual makes the decision to use paper plates and napkins and styrofoam cups on a picnic, it may be a good decision for saving *time*, but its ecological impact may be negative.

One teaching approach is to work with students on some ethical guidelines for consumers concerned about preserving the environment. Such a Code of Ethics for Ecological Consumers could include answers to questions like:

- Can I justify the purchase of this product based on the raw materials used to produce it?
- Can I justify this product in terms of *necessity*?
- Can I justify the purchase of the product in terms of its eventual disposal?
- What goods and services can I give up as an individual for the good of everyone?

The following are some teaching ideas and examples to help facilitate respect for the environment in the home economics classroom.

Foods and Nutrition

- Plan a meal of protein foods besides meat and compute the dollar costs and ecological impact.
- Have students compute the amount of electricity it takes to operate each appliance found in the home economics department. Prepare a display; label the energy use of each appliance and draw ecological conclusions.
- Plan and prepare a meal *without* the use of several electrical appliances normally used for the process. Compare the human and electrical energy used in the normal and experimental process and draw conclusions.
- Investigate the ecological impact of the following major kitchen appliances based on original dollar cost, and energy and dollar cost to operate the following:

microwave oven	self-cleaning oven
frostless refrigerator	trash compactor
frostless freezer	clothes dryer

Teaching References

"Appliances: Watt Price Convenience?" *What's New in Home Ec.*, March 1974.

"Ecology in the Kitchen," *Forecast for Home Economics*, October 1972.

"Ecology in the Home," (filmstrip) Visual Education Consultants, Inc., Madison, Wis. 53701, 1975.

"Ecology at the Supermarket," *Time*, April 5, 1971.

"Energy Conservation: A Challenge for Home," *Journal Home Economics*, December 1973.

Consumer Unit

- Visit a drive-in restaurant during the lunch or dinner hour. Count the number and kind of one-use disposables used to serve each order and total. Draw ecological impact conclusions.
- Take an inventory in your home of the number of electrical gadgets used for grooming, household use, the kitchen, sewing and the shop. Next, determine how many of these *duplicate* the function of other appliances or tools, and draw conclusions as to energy used, etc.
- Survey the local supermarkets and stores and record the number and different kinds of disposable products in any form—paper, plastic, styrofoam, metal. Determine the ecological impact on natural resources such as trees, scarce metal, etc., of these disposables and draw a list of alternatives for consumers.
- Compile a check list of wastes of resources at home such as leaky faucets, wasted electrical energy due to TV and lights operating in unused rooms. Plan with other family members ways to eliminate these wastes, and put the plan into action.
- Take an inventory of the type and kind of "overpackaged" items in any store, such as meat encased in plastic and styrofoam, grooming aids encased in plastic and cardboard. Investigate the reasons for the packaging and draw implications for consumers.
- Record the items such as soft drinks that you purchased in throwaway containers. Make a personal plan to change this pattern.
- Keep a log of the use of the family car(s) for one week. Record the mileage and purpose of each trip, the amount and cost of the gasoline. Design alternatives to conserve fuel.

Resources

"Ecology in the Home," *Forecast for Home Economics*, September 1972.

"Ecology and You, A Consumer" (film), Visual Education Consultants, Inc., Madison, Wis.

"An Energy Diet for Your Car," *What's New in Home Economics*, January 1974.

COMING ISSUES OF ILLINOIS TEACHER

No. 3 Teaching Family Relationships and Child Development

No. 4 Nutrition Education

No. 5 Consumer Education

Accepting Learning Difficulties

Marcia Riggers
Teacher Educator
University of Washington
Seattle, Washington

"Education for All" is a concept based on the belief that all persons have an equal right to an education—old, young; black, white; wealthy, poor; talented or handicapped. Public schools are obligated by law to provide such education as part of their total program. And, we as home economics teachers will increasingly be involved in the provision of skills and knowledge which will assist special education students in living and growing as individuals.

Growing in Acceptance

We accept the ideal of education for all; we like ourselves better when we have helped those who are less advantaged. We are proud when we have demonstrated our acceptance of those who are different. Accepting learning difficulties and successfully teaching those who have learning difficulties adds a new dimension, a new quality, to the life of a home economics teacher.

But—some of us grow impatient with those who are "slow" and some seek the assurance of success found in working with the "better" student. While most of us are philosophically in agreement with the need to provide home living skills to all students, many express frustration in coping with the hard to teach. How do we "integrate" students with special needs into an already full and busy classroom? It is possible! A professional improvement program of courses related to students with handicapping conditions can provide the knowledge which is the first step to understanding. Practicum or intern experiences with special education students are invaluable in developing confidence and skill. For those who have not had an opportunity for preparation in working with special students in pre-service programs, there are in-service programs which might be requested for the school district, from state agency or universities. Experiences with summer camps or short-term observation or participation in an on-going program can often be arranged.

It is possible—given a small amount of experience, some curriculum change, and a transfer of concepts more generally associated with special education.

Integrated Classes

The frequent concern of teachers and parents is that the presence of a student with special learning needs may be a disruption to "normal" students whose academic and social behavior may change for the worse. The contagion in fact is more likely the reverse. The stimulus received by active peers, combined with a well-formulated plan for learning, encourages special education students. They pattern many of the desirable and appropriate behaviors of their peers. The result, of course, can be a type of mainstreaming of special education students into an environment where they do not appear strange, dumb or retarded, but rather are accepted for themselves—with both their limitations and their capabilities—by their peers.

Nowhere, of course, is such mainstreaming more appropriate than the home economics classroom. It is here that the opportunity lies for the development of those skills essential to the tasks of daily living. It is easy to lose sight of the fact that few teachers are better prepared to teach independent living skills than the home economics teacher.

When planning for the integration of special education students, or "students with special needs" into the regular classroom we need to begin by considering:

1. What is already being done in the classroom which may be good for special students?
2. What can be done with some change?
3. What will have to be developed?

We can face the fact that not all changes will come at once. Most "special" students need a great deal of support and a minimum of competition with others. Competition with themselves to achieve specified goals helps encourage growth and brings the encouragement of success.

Guidelines for Curriculum Design

For changes in the curriculum design, we can borrow from some specific concepts that have been proven successful in many special education programs.

1. **Principles of Behavior:** We can use the basic principles of behavior to assist in motivating students.
   - We can provide positive reinforcement by striving to make more positive than negative statements when responding to students.

     We can attempt to increase verbal positive responses which also include what was done well. "That's good, Sue. You worked very quietly." As teachers we sometimes tend to ignore appropriate behavior and reinforce inappropriate behavior by giving it our attention. Students frequently learn that in order to get attention they must create a stir.
   - Frequently students will model or pattern their behavior after others in class. Special students learn a great deal when encouraged and allowed to model other "normal" students.
   - We can encourage students in small steps which build successively toward the end goal. Why must the praise and satisfaction wait till the end? We can give positive reinforcement for each close approximation until the goal is reached.

2. **Pinpointing:** We can pinpoint or identify the academic and social behaviors which we would like to increase or decrease. Not all changes can come at once. We can pick one or two that seem most important or most likely to be achieved. This can be done with an entire class or with individual students. Changes can only come if the behavior is observable, i.e., if it involves movement and is repeatable.

   For instance, reading a recipe can only be measured by having the student read aloud, or demonstrate understanding by making the item.

3. **Task Analysis and Sequencing:** We can examine carefully each of the steps necessary in a particular task such as scrambling an egg or changing a diaper. When all steps are broken down into their simplest components and properly sequenced, each step becomes a single, observable, measurable motion and the success of the student for that task is ensured.

4. **A Daily Measurement:** A daily record of student progress on specified tasks can help us know whether the student who is moving very slowly is making measurable progress. Such a record makes it easier to identify when students are ready for a new task or need to have special assistance on a particular step of a task.

It is difficult to talk about students with special learning needs as being different when in fact many, if not most, of the suggestions offered apply equally well to all students. A program planned sequentially, with tasks broken into measurable steps can be followed equally well by slow or fast learners. Mastery of crucial skills in living independently whether in Managing Family Meals or Family Living, Understanding of Children or Clothing Selection can be specified in precise behavioral terms—and these are measurable. If mastery is the objective, then time must not be a factor. Each student should ideally be allowed widely differing amounts of time to reach a specified goal.

Home economics teachers have a tremendous opportunity to develop programs which make it possible for *all* students to achieve mastery of specified objectives related to living independently, if we plan carefully, measure progress and remove the time barrier for both the slow and speedy learner.

References

1. White, Owen, and Kathleen White. "Practical Classroom Measurement: Precision Teaching." Experimental Education Unit, University of Washington. An unpublished paper.
2. White, Mary Alice, and Jan Duker. "Models of Schooling and Models of Evaluation." *Teachers College Record*, Vol. 74, No. 3 (February 1973), 293-307.
3. Cohen, Shirley. "Integrating Children with Handicaps into Early Childhood Education Programs." *Children Today*, pp. 15-17.

Learn About the Families in Your Community Consumer-Homemaking Program Planning —A New Approach

Grace Granberg
Teacher Educator
University of Washington
Seattle, Washington

Do you agree with these statements?

- A vocational home economics program prepares people for a specific home economics-related occupation.

- If that vocational home economics program is preparing people for the occupation of homemaking, the program planner needs to know what homemakers do before planning the program.

Quality of life for home economics teachers, their continued growth, satisfactions and ability to cope adequately with the role of teaching others the skills for a quality life come partially from *knowing* the activities, goals and aspirations of families.

Here the teacher is invited to an activity called Listening-to-Homemakers-As-They-Make-Some-Decisions-About-Tasks-Homemakers-Perform. Activity plan follows.

What will you do?

Identify essential tasks of homemaking with the help of a variety of men and women in your neighborhood-community.

With whom?

No longer can the pronoun "she" be used in referring to homemaker. Consider the terminology of Part F of the 1968 Public Law 90-576 "... programs which are designed to prepare *youths* and *adults* for the role of homemaker or to contribute to the employability of such *youths* and *adults* in the dual role of homemaker and wage earner." No "she" is mentioned; don't ask just "she's."

Who exactly? Your superintendent, custodian, biology teacher, football coach, service station attendant, supermarket manager, brother-in-law, boy friend, husband, mailman, principal. We've listed eleven prospects. Think up a few more.
Women: Your mother-in-law, beautician, laudromat attendant, mother of your baby sitter, six mothers of students you haven't met. That's 21 suggestions—you could add 20 more. But 20 would give you some hints for solving the problem.

How?

Do a card sort to help determine the nature of the homemaking job for many people today.

1. Make a list of 20 homemaking tasks (gardening, baking bread, routine cleaning, selecting repairmen, supervising baby sitter, balancing checkbook, buying groceries, clothing care, making draperies, refinishing furniture, ironing, keeping peace in the family, etc.)
2. List each task on a separate three- by five-inch card and number each one.
3. Make a "sort sheet" about 18 in. wide (see illustration on page 67).
4. Decide on categories of people who will be your sorters to give some basis for evaluation of results. For example:
   A— middle age, no children
   B—couple with school children
   C—newly married
   D—student
   E—single parent

   Etc.—you decide own categories

Next?

Make a Tally Sheet (as illustrated) to accommodate task scores of 10 or more homemakers.

Then what?

Practice sorting the cards yourself, following the directions on the card sort sheet. When cards in each of the three columns have been prioritized, practice tallying results on the tally sheet as follows:

Directions for Tallying

1. Identify each sorter by code letter (A, B, C, etc.) in one of the columns.
2. Assign all cards in first stack a score of 5; second stack a score of 3; third stack, score of 1.
3. Enter these scores in *sorter's column* opposite the homemaking tasks on tally sheet.
4. Now give top card in each stack the score of the number of cards in the stack; next card next lower number; last card *a* 1. Add these two numbers to get the total score. ($5 + 5 = 10$; $3 + 4 = 7$; $1 + 3 = 4$, etc.)

Now the fun begins

Take the cards, sort sheet, tally sheet, into the community and find 10+ homemakers to help you make decisions about what homemakers do. Chances are you will be surprised at the eagerness of people to help with this important task of analyzing tasks homemakers do.

Back at your desk

When finished with the 10+ homemakers, you will "sort" with:

1. Divide total scores for each task by number of persons interviewed (10-20) to get average for that task and enter score in "average" column.
2. *Last.* Give each task a rank score with highest average the rank of 1 down to lowest, a rank of 20.

CARD SORT SHEET

Essential homemaking tasks frequently performed	Less important homemaking tasks less frequently performed	Seldom performed homemaking tasks

Directions to Sorter

First

Read the homemaking task on each card
Make a judgment about the importance of that task
Place card under the appropriate headings

Second

Restack cards in each column so that top card identifies your highest priority in that category and bottom card lowest priority in that category

TALLY SHEET FOR 10 HOMEMAKERS SCORES

List homemaking tasks here				(Examples only)									
	A	C	D	E	C	D	A	B	E	C	Total	Aver.	Rank
1.													
2.													
16.													
17.													
18.													
19.													
20.													

Code

(You decide categories which will give some basis for evaluation of results.)

A - mid-age, no child
B - couple, school child
C - newly married
D - single parent
E - widow, etc.

But don't have all the fun yourself

> Now get your students into the act. Have each of them contact 10 homemakers to sort the cards and tally the results.

Suppose you send 25 students into the community

> At 10 homemakers each, this means an additional 250 persons who will help make some decisions about what a homemaking program should be if you really believe the truth of the two statements we started with and with which you must agree if you've read this far:

A vocational home economics program prepares people for a specific home economics-related occupation.

If that vocational home economics program is preparing people for the occupation of homemaking, the program planner needs to know what homemakers do before planning the program.

Your Reaction, Please!

Do you have difficulty finding time for all the professional reading you'd like to do?

Would you purchase one-hour cassettes on home economics education that you could listen to while you wash dishes if they were available? ____ yes ____ no ____ maybe

If so, what would you be willing to pay for a 1-hour tape? ____ \$3, ____ \$5, ____ \$8?

Would you be more interested if they were a part of a correspondence course you were taking for graduate credit? ____ yes ____ no ____ maybe

Or if no college credit, if they were accepted by AHEA for PIR (Professional Improvement Record) Credit? ____ yes ____ no ____ maybe

What subjects would you be most interested in?

Write us a letter or detach and mail to: **ILLINOIS TEACHER**
351 College of Education
University of Illinois
Urbana, Illinois 61801

Thank you!

A Willingness to Share Cooperative Plans for Consumer Education

Personal Qualities for Quality Sharing

Adapted, by the Guest Editor, from State of Washington Home and Family Life Education, *Supplemental Material for Consumer Education*, Olympia, Wash. Vocational Education, Superintendent of Public Instruction, 1974.

Teachers are notorious for working independently—and home economics teachers are no different from others. The reason? Time, of course, is a factor. It takes time to plan with other people, and it takes careful scheduling so that two or more teachers are available to work together.

A greater obstacle may be the feeling some of us have about ourselves. A cooperative effort requires each person working on a team to have the sense of security and self worth which makes it possible to share. We have to feel *so* good about ourselves and *so* confident that we have a contribution, that we are free to say to a teacher from another discipline, "*You* should take responsibility for this objective, you have better background in this area than I!"

Sharing in a team approach in consumer education does not mean that home economists will relinquish the unique contribution they have to make, or that other disciplines are "taking over." It does mean that each home economics teacher has to have clearly in mind the structure, content, goals and scope of home economics. It also means she/he must be able to communicate the role of home economics to other members of the team.

Reasons for Sharing

Home economics programs at all levels have included instruction in "personal and family finance" and "consumer education"—or, at least, "consumer buying"—since the 1920's. Aspects of consumer education also have been included in business education, business math, high school courses in economics, and in distributive education. The increased complexity of problems facing consumers has led to more incorporation of consumer concepts in such subjects as health education, agriculture, and social studies and in career education programs. To serve the learners, school faculties need to plan together for a coordinated program which develops the consumer knowledge and skills needed by all youth and adults.

The President's Committee on Consumer Interests[1] has pointed out that the team approach minimizes the need for extensive specialized teacher preparation in all aspects of consumer education. The Committee also suggests that this approach may help students, for the first time, to see the interrelationship of all disciplines—each contributing to their entire life pattern.

A cooperative team approach is needed to:

1. provide a broad program,
2. utilize the resources represented by the different subject matter specialties of the faculty, and
3. to avoid gaps and repetition in the program.

A *team approach* does not require team teaching. Although this may be one way to utilize the expertise of several faculty members, it is often the most difficult to schedule. Two models are suggested in the report of the President's Committee on Consumer Interests. Models for a coordinated team approach have been suggested by teams of teachers in Washington. Each requires that one person on the team, or a curriculum director or principal, take chairperson-type responsibility. If several teachers in a small school are involved, this responsibility may be rotated.

Model I: Team Approach to Teaching Consumer Education

One team procedure is a rotating sequential program taught by three or four teachers. In this plan, each teacher works toward the same general objectives and includes some of the

---

[1]President's Committee on Consumer Interests, *Suggested Guidelines for Consumer Education* (Washington, D.C.: U.S. Government Printing Office, 1970).

same broad concepts but each teacher provides instruction to help achieve different specific objectives and uses specialized content.

Students move from teacher to teacher as diagramed below.

	Block I	Block II	Block III	Block IV
Home Economics	Group A	Group D	Group C	Group B
Business Education	Group B	Group A	Group D	Group C
Social Studies	Group C	Group B	Group A	Group D
Distributive Education	Group D	Group C	Group B	Group A

A fifth member, a coordinator, may be added to this team to secure and coordinate teaching materials and resources. Occasionally, all four groups may meet together for a special film or presentation.

Four major concepts suggested for this model and the contribution of each subject area is indicated on the following chart.

A. THE CONSUMER AS AN INDIVIDUAL

Home Economics

1. Personal values
   - •Understanding own values
   - •Psychological influence upon values
2. Personal goals, achievements and expectations
   - •Interrelationships of values and goals
   - •Short-term and long-term goals
   - •Self-actualization

Business Education

1. Sources of aid for individuals
   - •Consumer organizations
   - •Trade associations
   - •Publications
   - •Legal helps

Distributive Education

1. Resources for individual consumer
   - •Energy, talent, knowledge
   - •Time
   - •Income and other material assets
   - •Community services

Social Studies

1. Personal values
   - •Socio-economic influences
   - • Cultural influences (custom, habits)
   - •Technological influences
2. Sources of aid for individuals—governmental agencies

B. THE CONSUMER AS A MEMBER OF SOCIETY

Home Economics

1. Societal influence upon family life
   - •Changes in living patterns, needs, wants and demand
   - •Money and marriage
2. Consumer in the community
   - •Consumer of public goods and services
   - •Consumer behavior in the local market place

Business Education

1. Consumer's support of social institutions and services
   - •Contributions: types, effect upon taxes
   - •Taxes: functions and types
   - •Obtaining information about taxes

Distributive Education

1. Historical changes in the marketplace
2. Nature and function of marketing
3. Marketing technique
   - •Advertising
   - •Merchandising
4. Mass production effects upon consumer

Social Studies

1. Role of consumer in the economic system
2. Relation of consumer practices to community life; pollution, recreational areas, highways

C. CONSUMER RIGHTS AND RESPONSIBILITIES

Home Economics

1. Right of accurate information—labeling, advertising, promotion
2. Right to safety—standards and laws governing safety and sanitation in food, clothing, cosmetics, drugs
3. Consumers responsibilities; obtaining consumer information
4. Accepting consequences of consumer decisions

Business Education

1. Rights in registering complaints
   - To business
   - To local, state and federal agencies
2. Responsibility for voicing complaints and satisfactions
   - Procedures
   - Documentations

Distributive Education

1. Eliminating fraud, deception and unfair practices
   - Fraudulent advertising
   - Defective products
   - Selling used goods as new
   - Added costs
2. Responsibility in the marketplace
   - Ethical behavior as a customer in such matters as handling products, making exchanges
3. Understanding business procedures

Social Studies

1. Factors affecting rights of choice
   - Competitive markets, laws affecting monopolies, oligopolies, price fixing and deceptive practices
   - Rationing
   - Tariffs
2. Right to redress grievances
   - Voluntary action
   - Courts
3. Citizen responsibilities
   - Political activities to influence laws, standards and regulations
   - Participation in consumer organizations

D. CONSUMERS ALTERNATIVES

Home Economics

1. Alternatives in buying food
   - Food marketing practices
   - Using labels to make decisions
   - Food additives
2. Alternatives in buying clothing
   - Function and preferences in wardrobe planning
   - Power of fashion
   - Labeling; indicators of quality and characteristics of clothing
3. Alternatives in household furnishing and equipment
4. Alternative plan for budgeting

Business Education

1. Banking services available
2. Credit buying
   - Types and sources
   - Pitfalls, costs
3. Credit Contracts
4. Insurances
   - Types, functions and costs
5. Savings and investments
6. Estates, wills, and trusts

Distributive Education

1. Alternatives in housing
   - Means of financing
   - Factors affecting costs
   - Construction standards and codes
2. Consumer alternatives in health care and service

Social Studies

1. Work and leisure
   - Relationship of "work ethic" and consumer choices
   - Factors affecting amount of free time
2. Leisure time alternatives
   - Development and investments in hobby, talents, skills
   - Vacations: kinds and purpose
   - Recreational equipment

Model II: Two-Teacher Course in Consumer Education

Two groups of students switch teachers at the middle of the semester.

Basic concepts taught by home economics teachers and business education teachers are given below.

Home Economics

Defining values
Reasons for buying
Consumer profile—personal buying trends and consumer habits
Moving away from home
- available employment
- living expenses

Consumer problem of low income families

Advertising
- evaluation of advertising
- fraudulent advertising

Budget Records

Selecting Food
- food labeling laws
- new nutrition labeling regulations
- food contamination and poisoning
- what's happening to cost of food
- convenience foods
- food additives

Buying a used car

Business Education

General consumer problems
Consumer protection laws
Taxes

Economics—Basic effect of economic conditions upon consumer

Credit
- concepts
- sources and kinds
- credit laws

Banking Service
- checking and savings accounts
- other services

Investments
- stocks and bonds
- insurance

Warranties
- implied and expressed

Gyps and Frauds

Housing
- buying and renting
- landlord-tenant laws

Current events affecting the consumer

Job interviews—how to get a job

Model III: A Plan for Coordinating Content Within Several Courses

Some schools will find it difficult to provide a coordinated course. Undesirable repetition and gaps can be prevented by cooperative planning of the basic concepts and objectives of consumer education to be taught in several courses. The form below can be used for coordinating content.

Basic Concepts or Topics	Courses: Bus. Educ.	Home Ec.	Soc. Studies
Influences upon consumer decision	Economic conditions Marketing practices	Individual and family values and goals Family life cycle	Socio-cultural influences
Credit	Sources, kinds and costs of credit	Guidelines for use by individual or family	Social, economic and technological developments affecting use of consumer credit
Housing	Housing costs, mortgages	Personal and family advantages of owning and renting	Community planning for housing
Insurance	Kinds and costs	Insurance needs of the family	Effect of insurance plans and programs on society

Model IV: Informal Coordination in a Small School

The small number of faculty and the limited size of the building for high schools of less than 250 make it relatively easy for teachers to share ideas and equipment. Classes are often small, teachers know all students well and the possible repetition of content for any student enrolled in two subjects giving some emphasis to consumer education can be resolved by individualizing instruction.

One team approach for the small school is informal, continuous, good communication among three faculty members; business education teacher, home economics teacher and librarian. The Home and Family Living class gives emphasis to:

Relation of values to consumer goals
Affect of stages of family life cycle on consumer decisions
Protection agencies
Purchasing consumer goods

The special course in consumer education taught by business teacher places emphasis on:

Money management—spending plans, savings and investments
Use and cost of credit
Financial responsibilities of marriage
Calculating interests, paycheck deductions and income tax returns.

Other elements of the coordinated program include:

1. Home economics teacher is available (conference period) during Consumer Education class taught by business teacher; business teacher available during one home economics class.
2. Each teacher feels free to borrow materials from the other.
3. The school librarian's participation in a Consumer Education Institute to gain greater understanding of the objectives and to coordinate selection, purchase and use of materials and media.

A Last Word

For quality life for all, all must have the knowledge needed to make consumer decisions which will enhance personal lives, improve social order and save our environment. The expertise of many will be needed to accomplish this task. Teachers in several disciplines have a serious commitment to consumer education. It may be well to remember the New Testament admonition "For he that is not against us is on *our* part." (Mark 9:40)

If You Can't Do It, Don't Teach It

Grace Granberg
Teacher Educator
University of Washington
Seattle, Washington

The competitive situation in the job market demands, now more than ever, quality as the most desirable ingredient in courses designed to prepare persons for employment, and a curriculum can be upgraded only in direct proportion to improvement in the quality of teaching. One important ingredient for improving the quality of teaching is the occupational competency of the teacher. The vocational teachers' slogan is "If you can't do it, don't teach it," not "If you can't do it, teach!"

The first step toward improving the quality of occupational education is up to the home economics teacher, pre-service or in-service. Each of us must realize the high value of first-hand experience in the field we are attempting to teach, and then do something constructive about it by getting a job and finding out for ourselves the skills and attitudes necessary for success. Restaurant operations of countless variety, child care centers and tailoring and clothing manufacturing firms offer temporary or part time employment opportunities for those who want to gain the experience so invaluable for teaching vocational training classes. Although there is something to be said for finding one's own job, a teacher educator, vocational director, or state supervisor can help with a telephone call to set up a job for a college senior, summer school student or district sponsored in-service program. This has the virtue of saving time, at least, for sometimes finding a job can be a lengthy process.

Getting and Using Experience

Any work experience will be helpful. Most intelligent persons can "absorb" some knowledge, draw some conclusions and develop transferable skills from a work experience. A program of work, planned in a structured course or internship, will usually be far more productive, however. The structure can provide both the need to plan and evaluate and the opportunity to learn from and with others in seminar and evaluation sessions.

Each plan for work experience needs to be based on (1) an analysis of the skills and knowledge needed in the occupation and (2) the current areas of strengths and weaknesses of the teacher (or potential teacher). The plan will include:

- Specific performance objectives—for the teacher involved in the work experience,
- A plan of procedure—length of work experience, plans for getting experience in all aspects of job, contacts with supervisors, and
- Means of evaluating level of own performance.

The examples given below taken from a pre-service course at the University of Washington may "spark" an idea for other teachers. Examples indicate both the kind of experience gained and implications for teaching.

> Suzanne S., a senior, had a down-to-earth experience as an employee in a drive-in devoted to fast food service and today teaches a food service class in a high school. Her work experience included preparing and serving food, cashiering, and even cleaning up.
>
> In her report on this on-the-job learning experience Suzanne wrote: "I came out with a handy store of work experience with which I planned five units of a beginning class in food service. These units are:
>
> 1. The Legal Touch—laws that surround food service;
> 2. Relax and Enjoy People—how to smile at an annoying customer when you have a headache;
> 3. Money Counts—wage laws;
> 4. Big Cook—preparing food in large quantities;
> 5. Clean-up demonstrations of efficient methods of cleaning food service establishments.

> Edith K. received 60 hours of training in a community college day care center where she assisted in play and craft activities, read stories, prepared snacks, helped with housekeeping in the center and assisted in care of pets.
>
> As a result of her on-the-job experience, Edith K. planned an occupation education course for senior high school boys and girls. Format for the class calls for students to spend 50 per cent of their time in field work as trainees in day care centers, nursery schools, Head Start programs

and kindergartens. She drew up a highly detailed curriculum for her training program that got down to the details of building, program, staff, activities, objectives, the care of youngsters in general and of exceptional children in particular. Her in-depth report on her work experience indicated for a certainty that no amount of classroom instruction would be a successful substitute for field experience.

Janet R. established an elaborate and comprehensive course in clothing manufacturing in a high school near Seattle after extensive experience herself in a ski sweater firm and other clothing companies.

Her program was so successful that one summer the sweater company rented the school's entire power machine laboratory and employed students in the production department. Janet worked with the company's designer to develop the best sewing techniques and production procedures. One can imagine the high quality education her students are getting in clothing manufacture. It is the best available, from a real pro, and the most extensive program like this in the entire state.

A course such as this one would not be desirable in a small town where there are no clothing manufacturing firms, and thus no employment possibilities. However, in a large city it would be but a short step from classroom to a job.

Nancy B., who teaches food service in a city high school, received her on-the-job training at one of Seattle's newest and finest hotels where she specialized in banquet service. Her experience made it possible for her to set up a worthwhile unit in that field, one that got down to the nitty-gritty of planning, preparing and serving banquets.

Her visual aids included job descriptions for banquet and catering managers, standards of performance, job sheets, banquet forms and menus. These, together with detailed information sheets and diagrams of banquet arrangements the hotel has served in the past, meant Nancy B. was able to pass on to her students the knowledge she had gained in her job at the hotel.

Getting out on the firing line of a real job experience provides insight one cannot gain from laboratory and simulated experiences even though these may be helpful supplements. Home economics seniors and teachers who have had work experiences agree that theory plus on-the-job training is far more worthwhile than theory alone. One student teacher said, "So far as teaching effectiveness is concerned, theory without experience is like trying to teach swimming on dry land while watching a film strip."

Me? Supervise a Student Teacher! *

Jean Selby
Teacher Educator
Central Washington
State College
Ellensburg, Washington

Maybe your principal was the one to pop the question that brought the response—"*Me?* Supervise a student teacher?!" Typical reactions to such a question are an assortment of mixed feelings about the possibility. It's a "pat on the back" for you and your teaching, that some knowledgeable persons can visualize your serving successfully in this role. It could be fun. It could be rewarding. On the other hand, it could be trying. It's sure to be challenging and sure to be time consuming. It could give you an opportunity to influence the quality of life for some of your future colleagues.

Filler[1] has this to say concerning challenges for the supervising or cooperating teacher:

> You are a most influential person in the life of a student teacher and hold a significant place in the development of future homemaking teachers. Every student teacher expects to gain more during the term she student teaches than from any other term in her college career. As her cooperating teacher, you can make this possible by helping your student teacher select activities in her student teaching which are helpful in her development toward becoming an adequate homemaking teacher through a satisfying and meaningful experience.
>
> You are in a position to influence the student teacher in many ways. Provide a warm welcome to the school and be enthusiastic about your teaching. Your attitude toward your position, the way you work with students, other staff members and administrators, your participating in the community, and your contact and involvement in professional developments all will help the student teacher in her growing process during student teaching. Your department organization and housekeeping will help to determine her future standards.

Competencies of Cooperating Teachers

Teachers of home and family life education in the state of Washington who have either served as cooperating teachers, or have indicated a willingness to do so, have participated in identifying and attaining competencies needed by teachers who are to serve as the teachers of teachers. The competencies selected are focused on the major responsibilities of the cooperating (supervising) teacher. These responsibilities are reviewed here. The cooperating teacher needs to be able to:

1. UNDERSTAND, ACCEPT, INTERACT AND COMMUNICATE WITH STUDENT TEACHERS. Most student teachers approach the experience with a great many fears. A letter of welcome before they come and plenty of time for getting acquainted and talking about some of their fears during the first few days will usually go a long way toward establishing mutual understanding and easy, open communication for the entire period. It is important that the cooperating teacher:
   - Relate and communicate (verbally and non-verbally) with the student teacher.
   - Give the student teacher encouragement, make her feel needed and set her at ease in the teacher role.
   - Help the student teacher gain respect from other faculty members.
   - Introduce the student teacher to other teachers, staff, and students.

2. GUIDE, DIRECT, AND SUPERVISE THE STUDENT TEACHER'S EXPERIENCES. Helping the student teacher participate in a variety of types of experiences in the classroom, outside the classroom in other aspects of the school and experiences

*Based on information from *A Handbook for the Home Economics Cooperating Teacher* written first by Sandra Rudd as part of a masters degree project at Washington State University in 1973 and revised in the summer of 1974 by a group of teachers participating in a workshop with Mrs. Rudd serving as chairperson for the revision committee. This *Handbook* is currently available in **limited** numbers from Director, Home & Family Life Section, Office of State Superintendent of Public Instruction, Olympia, Washington.

[1]Filler, Susan P., *Oregon State University Home Economics Student Teaching Guide* (Corvallis, Oregon, 1971).

in the community will be vital to preparation for the real and complete role of a teacher. Cooperating teacher will:

- Provide guidelines (ground rules) so that the student teacher knows what is expected: what kinds of things she can go ahead on by herself and when she needs to consult the cooperating teacher.
- Communicate to student teacher the department, building and district policies, procedures and standards.
- Give the student teacher some freedom to try out her own ideas about teaching.
- Arrange for a definite and regular conference time to go over plans for teaching and to make suggestions as to how she might do certain things.
- Make it possible for the student teacher to form her own impressions and conclusions about the learners in the various classes before discussing them with her.
- Demonstrate the various knowledge, skills and attitudes of a successful teacher; serve as a model for the student teacher.

3. GUIDE, DIRECT, AND SUPERVISE CLASSROOM TEACHING. The student teacher needs to know the cooperating teacher's expectations for students and her daily guidance in developing and approving teaching plans. Careful plans also provide a more stable atmosphere for the secondary school students in the transition from one teacher to another. A well-qualified cooperating teacher:
   - Helps the student teacher analyze various styles or techniques of teaching observed during the total field experience—in home economics and other subject areas.
   - Demonstrates a number of different teaching methods; analyzes her own teaching with the student teacher.
   - Has the student teacher assume responsibility for teaching parts of a day's lesson for a few times and then gradually assume full responsibility for the class.
   - Develops a plan by which the student teacher first assumes responsibility for *one* class and adds responsibility for other classes as she is ready.
   - Requires the student teacher to prepare complete daily lesson plans in advance of the day they are to be used.
   - Reviews the lesson plans and discusses with the student teacher; makes concrete suggestions, if necessary, but does not destroy the individuality of the plan. Suggests changes far enough before the time the lesson is to be taught for the student teacher to make adjustment in the plan and instructional materials.

4. GUIDE, DIRECT, AND SUPERVISE EXPERIENCES RELATED TO THE TOTAL PROFESSIONAL ROLE. Accompanying the cooperating teacher to faculty meetings, curriculum planning sessions, home visits, professional association meetings will help the potential teacher cross the bridge from student to professional teacher. Specifically the cooperating teacher will:
   - Plan for the student teacher to observe other classes to become familiar with other subjects taught in the school.
   - See that the student teacher has an opportunity to attend faculty meetings and other school functions.
   - Encourage the student teacher to take part in some community activities; provide a list of suggested activities.
   - Arrange for the student teacher to go to professional home economics meetings such as the area teachers' meetings.
   - Make it possible for student teacher to observe teacher-student conferences which are held for purposes such as planning extended learnings or FHA activities; give student teacher opportunity to plan individual extended learnings with one or more high school students.
   - Plan for student teacher to go along on several home visits; discuss purposes of each visit prior to the visit.
   - Provide opportunities for student teacher to work with FHA or other student groups in the role of adviser.
   - Make it possible for the student teacher to meet with the advisory committee or work with advisory groups.

5. PROVIDE FOR CONTINUOUS EVALUATION OF THE STUDENT TEACHER. A regular time set aside daily for "feedback" about the student teacher's work will be one of the most valued and appreciated periods of the day. This means the cooperating teacher needs to be in the classroom so she can evaluate from observation. The cooperating teacher develops the ability to:
   - Use daily evaluation to help the student teacher see day-by-day progress. Start this daily evaluation early in the student teaching period.
   - Use audio and/or video tapes to help the student teacher analyze her own teaching.
   - Prepare written comments during an observation and give them to the student teacher as soon as possible after the observation. These written comments might take the form of a check list.
   - Point out both good and poor features of the lesson and those that need improvement.
   - Emphasize her strengths in teaching as well as where improvement needs to take place.
   - Help the student teacher develop ability to evaluate her own teaching.
   - Provide examples and suggestions needed to insure that the student teacher becomes familiar with and be able to use a variety of evaluation devices.

If you have doubts about your own level in the five competencies, your thinking is no different from that expressed by many potential cooperating teachers. After teaching a student teacher, you'll probably feel, as one teacher expressed it, "I'm always amazed at how much *I* learn from each student teacher!"

You Don't Do It Alone

It's reassuring to know there is help available if you assume the important responsibilities of a cooperating teacher. The cooperating teacher will have the help of a college or university supervisor who will come to observe the student teacher in the classroom. A three-way conference with the cooperating teacher, student teacher and university supervisor will be a learning experience for all three. Two-way conferences involving the supervisor and student teacher and between the cooperating teacher and the university supervisor may provide another avenue of sharing. The supervisor can be of greater help if the cooperating teacher has jotted down some topics she would like to discuss.

Such persons as school administrators, curriculum consultants and counselors can be great sources of help, too, in providing additional suggestions for a cooperating teacher in working with a student teacher or giving direct guidance to the student teacher.

Supervising student teachers can improve the quality of one's professional life and the quality of the next generation of teachers.

EDUCATING FOR CHANGING ROLES

Part I. Whose Dual Role Is Changing?

Judy K. Brun
Assistant Professor
Home Economics Education
University of Illinois

High school home economics teachers have been increasingly concerned with helping students prepare for the dual role of homemaker and wage earner, especially since the phrase *dual role* appeared in vocational legislation in 1968. The 1968 legislation stated that home economics teachers in consumer and homemaking programs needed to ". . . prepare youth and adults for the role of homemakers, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner."[1]

There were many questions to be answered and issues to be resolved in the minds of home economists at that time. Was this phrase, dual role, included in the legislation to give more legitimacy to our claim to being educators for vocations? Were we encouraging mothers to abandon the home and children? How might this affect the marriage relationship, the structure of the family unit? Would we be taking jobs away from husbands and fathers who have legal and moral responsibility for financial support of their dependents?

And more positively: Would fathers have more time to spend with the family when income-earning was shared? Would more women be happy, self-actualized persons when more involved outside the home and family? Would children of working mothers grow up with a greater sense of independence, a greater understanding of the world of work, a greater intolerance for sex-role stereotyping? Would the standard of living of families in the United States and throughout the world increase?

We have not had the luxury of waiting for pilot tests and research to tell us what to do. Statistics and the pressure of reality have overshadowed many of our attempts to answer these questions before proceeding. There are now, in fact, nearly 35 million women in the labor force.[2] Thirteen million of these women have children under 18 years of age.[3] The need for help in preparing for a dual role was immediate.

Home economics teachers have quickly met the challenge of these facts. They have placed more emphasis on concepts which will help young women meet the combined challenges of an outside career and homemaking which these women will very likely face. Concepts of management, consumerism, and interpersonal relationships have been especially important.

"Dual role" has been an important idea around which to build curriculum. However, trends and social issues that have developed since 1968 are causing many to question what has happened to this idea in practice. Because a very large percentage of secondary home economics students are girls we have not been successful in preparing boys for the "dual role."

The women's movement and the fact that more women are desiring meaningful careers outside the home which require a large investment of time and energy has placed social pressure on us as home economists to re-examine what we are doing for women when preparing them to "keep house" and to work. The need has become greater and greater to prepare husbands and fathers better to share in the management of the home and the rearing of the children. There is also a need for us as home economists to re-examine society's views and attitudes toward outside household help and various systems for increasing the efficiency and quality of child rearing.

---

[1]Vocational Education Amendments of 1968. Public Law 90-576, H.R. 18366. October 16, 1968.

[2]*Why Women Work,* U.S. Department of Labor, Employment Standards Administration, Women's Bureau (Washington, D.C.: May 1974 revised).

[3]*Highlights of Women's Employment and Education,* U.S. Department of Labor, Employment Standards Administration, Women's Bureau (Washington, D.C.: June 1974 revised).

For those wives and mothers who desire to pursue careers, the two greatest problems are (1) the social conditioning patterns for women in our society which often do not provide them with competitive and motivational attitudes required by our society in many cases for successful advancement in careers and (2) the practical aspect of having major responsibility for homemaking and child care which take much time and energy away from the pursuit of a career. These two are related. The first could possibly be part of the cause, the second may be the effect. Both are issues because there are conflicting arguments for the resolution of these problems. We have all thought through these arguments, read about them, heard them debated by others. But, how many of us, as home economists, have resolved the issues in our own minds?

We ask ourselves questions such as: Should we, or can we, bring up boys and girls the same way? If we condition children and youth so that both sexes are equally responsible for, and educated for, careers and for homemaking will we have a nation where homemaking, which is not very economically rewarding, will be poorly done, leading to the decline of wholesome family life? And, in another direction, might it be that we need to change attitudes attached to the work ethic so that strong competitive characteristics will not be needed by either men or women to be successful in careers? We talk of respecting the uniqueness of the individual and of providing a society where everyone can be successful. But we are also faced with the need for efficient productivity if our economic system is to survive. And so the arguments go!

But let's try an activity in an attempt to arrive at some guidelines for action for the here and now while we continue to gather information to help us resolve the big social issues. Let's make some assumptions. Let's assume that:

1. The family unit as we know and like it will not be destroyed as more wives and mothers work outside the home.
2. The development of children is not hindered when mothers work.
3. Men can manage the home and rear the children as well as women if they are prepared for these responsibilities.
4. Attitudes, feelings, and values of human beings are not static but do change, the direction of change being influenced by one's experiences and education.
5. We as home economists need to increase our efforts in preparing boys and men for the dual role of homemaker and wage earner.

On the basis of these assumptions, the procedure calls for action on the part of home economists to prepare boys and men, as well as girls and women, better for the dual role. More men will be helping with child rearing and homemaking. More women will be working for pay outside the home to increase the family income and to meet their own psychological needs.

We have all heard the phrase *changing roles*. We have probably all been doing something about it in our curricula. What we may need is a concerted effort to prepare home economics teachers better to work with boys, to prepare more effective curriculum materials for boys as well as girls, and to attract more boys as well as girls to our home economics courses. Boys are different from girls just as one girl is different from another girl. Therefore, we cannot expect one approach to be successful with boys as well as girls just as we cannot expect all girls to respond equally well to the same teaching techniques and content.

Things are beginning to happen. This year two publications about boys in home economics have become available to secondary teachers: (1) *Home Economics for Young Men: A Teaching Guide*[4] by Eleanore Kohlmann and (2) *The Masculine Focus in Home Economics*[5] by Judy Dowell and Bonnie Greenwood. Both of these publications are required reading for those of us who resolve to increase our efforts in preparing boys and men for the changes in roles that are occurring and that need to occur if we are committed to helping strengthen family life.

☆ ☆ ☆

---

[4]Kohlmann, Eleanore, *Home Economics for Young Men: A Teaching Guide* (Ames, Iowa: Iowa State University Press, 1975), $9.95.

[5]Dowell, Judy H., and Bonnie B. Greenwood, *The Masculine Focus in Home Economics* (Washington, D.C.: Home Economics Education Association, 1975).

The above thoughts serve as introduction to a discussion which occurred in a graduate course I taught this summer at the University of Illinois. One topic chosen for investigation was "Teaching for Changing Roles." As background, students read articles from the May/June 1975 issue of *Illinois Teacher* titled: "Human Roles: Examining Choices through Education." Class discussion followed, an edited version of which is included below. As a final experience related to this topic, the 28 students developed or adapted materials that could be used in high school classrooms when providing learning experiences related to changing roles. A selection of these ideas follows the script from the class discussion.

☆ ☆ ☆

Part II. A Classroom Discussion

Judy Brun — We have been looking at the process of curriculum development and, more specifically, at bases for making decisions about content and objectives. We have identified one of these bases as being that of the needs of students. In vocational legislation the term "dual role" is used to identify a concept which has been suggested for inclusion in home economics curricula to meet needs of students. A more recent term is that of "multiple roles"; we also use the term "changing roles." *In our discussion today we will attempt to clarify the meanings of these phrases and decide how these concepts might influence our decisions about what to teach.*

Lynda Harriman — To me the term "dual role" implies that women are expected to carry out in satisfactory form the traditional role of homemaker plus full-time job or career, thereby having two full-time roles. It does not imply any "change" in role responsibilities of husbands or children.

Kris Zuber — I think that's often more stress than one person can handle. Society may be creating this stress by subtly expecting the wife to do all. Can we, as home economists, help women better to cope with this?

Sandy McCamy — I like the term "changing roles" better. We're into a new era now. In the past there were guidelines; you usually knew what was expected of you. But right now I don't think anyone knows how much to assume of both roles of wage-earner and homemaker. The term "changing" means that you haven't accepted anything, you're still trying to decide what's acceptable and what's not acceptable. The term implies flexibility; it allows for changes and adaptation as families go from one stage to another.

Lynda — That implies, too, that it is all family members. The wife is not the only one who should adapt, but the husband and children should also. It's a total family experience.

Margo Donovan — "Changing" means a lot of flexibility. But adolescents, as Havighurst says, feel in limbo. They complain because they're not this and they're not that. They're stuck in the middle, and it's a waiting period, waiting to be grown up. For those students who are trying to find themselves, the concept of "multiple roles" may give them a more stable base. What they need is more security!

MARGO DONOVAN

Judy — In home economics programs our goal may be to help students, as you say, deal with the fact that they will have more than one role in the family situation or as individuals. On the other hand, we may also need to help them realize that these roles, even though they may have many of them now, will not always be the same "many," that these will change. What we're talking about, then, is helping people adapt to change. We need to teach things that are more lasting, that will be useful in the long term, that can withstand the pressure of changing roles. Can we use the fact that adolescents are experiencing changing roles right now to help them understand that there will be different kinds of changes

occurring when they are 21? Can we capitalize upon the fact that students are looking toward adulthood so they can do all the things they see the adults do which look so great to them? Can we relate to them better if we use their current experiences as the basis for a curriculum that is helping them to prepare for role changes they will experience in the future? Can we help them to remember what they were like at age 12 and to see what they are like now at age 15 and help them draw some corollaries from that which will guide them in the future? "History repeats itself." The students may be more successful learners if we can more frequently relate to them as they are right now, instead of always saying to them "We're preparing you to be adults, forget about what you are now. *"Why should we include learning experiences in home economics which help students develop cognitive, affective and psychomotor learnings related to the two concepts—'changing roles' and 'multiple roles'?"*

ALICE ALLERS

Alice Allers: I knew there were a lot of women employed, but after reading *Illinois Teacher* (May 1975) I found that 45% of women over age 16 were employed in 1973. Therefore, reality is one justification.

Kathy McCormick: Our specialized content lends itself to dealing with multiple roles. Much of our content leads to employment, but all the things we deal with also can help in everyday living and getting along for both men and women—taking care of the home, the children, the interpersonal relationships, etc.

Mary Ann Fugate: One of the articles I read talked about the philosophy of home economists as developed around two basic aims. One was to strengthen family life through improving personal, family, and community living. The second theme was to prepare for employment related to home economics. The philosophy and aims of home economics support the inclusion of these concepts.

Lynda: Most of our high school girls still have the idea that they're going to get married, but if we look at the statistics of how many people don't stay married and how many single parents there are, this further justifies the need for education in this area.

Vicki Giles: Right now in my town we have a high rate of unemployment. Often the wife can get some type of employment to bring in some income and the husband is sitting at home. They're having problems coping with this. It also fits in with the emphasis on career education starting at the pre-school level. Career education is preparation for life. Well, that's what this is, too. Including these concepts makes everything very relevant.

Judy: A third question, *What are the societal issues involved in teaching about the concept of multiple roles and changing roles?*

Bev Bergman: ERA—the Equal Rights Amendment—is a related issue. Right now women are protected from some of the poor working conditions men experience. With the ERA we say women would still have choices, would have the right to work or not to work and to decide under what conditions. But these rights and choices primarily are for the middle class to enjoy. Poor people are often not able to take advantages of these options and choices.

Kris: I think we have to overcome the male egotism among our leaders. I think that's a big societal issue right now.

Judy: Do men have the right to choose whether they are going to be homemakers or wage earners?

Bev: They should. If we women are able to choose, men should be able to choose, too.

Madonna Raiche I think we're doing a lot of harm to housewives and mothers today. I can see that among friends my age. I had a girl friend who just had a baby and had been teaching. When the baby was 3 months old, she said, "I can't wait to get back into the classroom. I want to be myself; I want to be a person." She's been bombarded with these ideas that to be yourself you have to have a wage earning job. We need to upgrade the idea of being a homemaker and a mother.

Mary Ann In the article by Harris in the *Illinois Teacher* she commented that she felt she might have been more satisfied with her role as a homemaker if her husband had complimented her. So maybe it's not the women we need to help; it's the boys in our classes. The husbands, too, need to be satisfied with the choices their wives make and need to respect those choices.

Margo One issue we need to examine is the structure of the family unit. The concept of family is changing. We have a conflict between women and men and their family roles. I see value in getting down to women and men and children's rights and to the family as the sustaining unit.

Marj McMahon I have to agree with Margo about the confusion. The boys and girls I teach have a hard time understanding changing roles, especially after seeing their parents in very traditional roles. Many of the mothers of the students I taught didn't work outside the home.

Judy A strong factor influencing our work with adolescents is peer pressure for conformity. This is sometimes not conducive to the development of the concept that one has choices one can make, and that we all need not do the same thing. This is an issue in home economics education. We touched upon this earlier in some of the things Margo was saying about confusion of adolescents.

Sandy I sometimes felt guilty because I felt I was confusing my students rather than helping them clarify what life was going to be about. They saw their parents getting by in the traditional roles they were playing and when I said, "Hey, there's another way to look at this," their reaction would be very "anti."

Kris I'd rather expose them to new ideas now, though, than have them find themselves confused 5 or 10 years from now not wanting married life or whatever life they've chosen for themselves. Adolescence is a time when one is supposed to be questioning, opening one's mind to other things. Let's give them lots of options to choose from.

Sandy Sometimes I wonder if we're only planting seeds of dissatisfaction. I'm for equal rights, I'm for women's liberation, I'm for person liberation, but I sometimes wonder.

Judy Are we teaching about change for change's sake or are we helping people identify their own needs and interests and make their own choices among the options open to them? It's very nice to say, "We're helping others to make choices," but when we sit down to make our daily lesson plans, and we decide what we're going to do tomorrow and what we're going to do the next day, it's hard to *do* that! It's easier sometimes to say, "This is what I think! or This is what society thinks! and you-students-decide whether you like it or not." But we don't help them to see how they make decisions for their own lives. We need to be careful that we don't dictate to others.

Margo Another issue that I see as a problem is that of my personal and professional reaction to the changes I am seeing in my world. That's a whole new confrontation for *me* to deal with. I think as educators we need not only to help students identify their feelings, but to cope with those feelings because we don't always like the feelings we have. I'd want students to have the attitude that you're

always going to question, you're always going to be faced with confrontations in your personal life, but that it doesn't have to be bad and that what you decide, as long as it works for you, is O.K. That's the teacher's duty because it's so hard to separate our personal feelings from an objective presentation of different viewpoints, especially when you're talking about things like traditional roles and family unit. It would be hard for me to talk about how to discipline children, yet there are people who morally and mentally feel that their way is right—and right for everybody! There's so much variance. How could we ever say any one way is right or wrong. We just have to help people to make their own choices and feel good about the choices they make.


ANDREA MUDRON

Andrea Mudron — I get the feeling from our discussion that we feel the family unit is messed up. I don't view it that way. I think we can still have the same family unit, but there will be changes within that unit. People who view it traditionally may see it as messed up, but if we view it more openly and accept the changes it can still be a viable, workable, but changing unit.

Judy — In all of our discussion I keep hearing things that say to me, "We as home economists are concerned about helping people improve their quality of life." As you know this is the theme for the *Illinois Teacher* this year. We need to help people improve their quality of life. But perhaps first of all, we need to help them define what quality of life they are striving for and what roles they see as being most appropriate for achieving this quality of life.

We who are in occupational education programs also need to be concerned with the relationship between men's and women's changing roles and job satisfaction as one possible factor of quality of life. How can we as home economists help students, both boys and girls, increase their job satisfaction, whether it's for pay or in the home? A new AHEA publication titled *Women's Roles and Education: The Changing Traditions in Population Planning* has been compiled by Gladys Vaughn. It is a book of readings which may help you in clarifying your own thinking.

I hope our discussion related to educating for changing roles has helped spark some ideas in your mind for learning experiences for students. What can you do in your classrooms?

Part III. Ideas for Teaching About Changing Roles

Contributed by Paula Walker

Prepare a bulletin board with the title "What Roles Do You Play?" across the top and "What Roles Will You Play in the Future?" across the bottom. Ask students to bring pictures of people performing various roles—homemaker, wage-earner, family member, etc.—and place them on the board. Use this as a discussion base to help develop the generalization that a person plays many roles at any one time in life and they are constantly changing.

Contributed by Lee Johnson and Kathy McCormick

To help students identify the variety of possibilities for handling family responsibilities, try this activity:

1. List on board all of the responsibilities of a young couple living in their own home.
2. Have each student transfer each of the above to a small card or sheet of paper, one item on each card.
3. Each student will then divide the responsibilities according to who he feels should be responsible for them if both members are working full time outside the home. Half the class could be "husbands," half "wives."
4. Next divide the class into couples and have the couples do the same thing, arriving at a common division satisfactory to both.
5. Discuss with the class the variety of possibilities and how important it is for each family to define its own roles as accepted by each of its members.

---

[6] Cogswell, Betty E., and Marvin B. Sussman, "Changing Roles of Women, Family Dynamics, and Fertility," *In Women's Roles and Education: Changing Traditions in Population Planning* (Washington, D.C.: American Home Economics Association, 1975), pp. 44-45.

TEACHING

RESOURCES

.....you may

have

missed

well as personal role selection and performance. Use the check sheet below for attitude clarification and as a basis for discussion about sex-typed characteristics.

Lynda Harriman

SPECIAL OFFER!

These older special issues are available at a discount price of $1.00 each as long as supply lasts. Please indicate in the blanks the number of issues desired.

Volume VI, 1962-63

____ No. 1 Facts Versus Feelings in Family Life Education

Volume VII, 1963-64

____ No. 1 The Slow Learner—a Challenge and Responsibility
____ No. 4 Adult Education: One of Our Greatest Challenges in Home Economics

Volume VIII, 1964-65

____ No. 1 A New Dimension in Home Economics Education
____ No. 2 Flexibility to Meet New Challenges in Home Economics Education
____ No. 3 Education in Illinois for Gainful Occupations Related to Home Economics
____ No. 4 Spotlighting Employment Education in Home Economics Around the Country
____ No. 5 Adult Education: Preparation for Employment
____ No. 6 Further Exploration in Employment Education in Home Economics

Volume IX, 1965-66 Curriculum Development in Home Economics Education

____ No. 1 The Present Challenge in Curriculum Development in Home Economics; Pilot Program in Housekeeping Technology; Review of Recent Research of Methods of Teaching
____ No. 2 The Structure of Home Economics as a Basis for Curriculum Decisions; Draw on Community Resources to Improve Your Curriculum
____ No. 6 Curriculum Decisions: Further Exploration of Bases, Trends and Prospects in Food Buying; Needed: Home Economics Teachers for Today's Programs; Is the Home Economics Program in Your School in the Style of the '40's or the '60's?
____Bonus Attitudes of Beginning Home Economics Education Students Toward an Employment Emphasis in High School Home Economics; Experimental High School Home Economics Courses for Academically-Talented Students in Delaware; A Unit of Study on "Orientation to the World of Work," NEA Capsule Review

Volume X, 1966-67 The Decade Ahead: Opportunities and Expectations

____ No. 1 The Family Roles of Modern Man; The Citizen Role of Man in Family Education
____ No. 2 The Changing Roles of Women; How May Home Economics Teachers and Teacher Educators Contribute to the Total Occupational Education Emphasis? The Mini (OR, If You Prefer, Petite or Micro) Vacation
____ No. 3 Knowledges in Child Development Needed by Mothers of Infants and Pre-school Children; The Business of Living; Forms for Use in an Employment Program; Schema for Educational Objectives
____ No. 5 Japanese Flower Arrangement, An Introduction; Japanese Flower Arrangement Curriculum Guide; Questionnaire to Evaluate "Japanese Flower Arrangement Curriculum Guide"
____ No. 6 Social Conditions and the Home Economics Curriculum; Construction in the Hierarchy; Whatsoever Ye Sew; Clothing Construction in the High School; American Technical Education Association—Should You Belong? Supplement No. 1 to the Employment Aspect of Home Economics Education, A Selective Bibliography with Annotations

Fertility," *In Women's Roles and Education: Changing Traditions in Population Planning* (Washington, D.C.: American Home Economics Association, 1975), pp. 44-45.

More Recent Copies

These selected back issues are available at $1.75 each. Please indicate in the blanks the number of issues desired. Letters in parentheses refer to subjects contained in each issue.

KEY:
(a) nutrition education
(b) consumer education
(c) teaching the disadvantaged
(d) slow readers
(e) career education in home economics
(f) textiles and clothing
(g) child and family
(h) housing and money management
(i) individualizing instruction

Volume XI, 1967-68 Designing for Change

____ No. 1 Consumer Education for Disadvantaged Adults (a,b,c,h)

Volume XII, 1968-69 Action and Innovation

____ No. 1 Feasibility Studies about Employment Education (e,f)
____ No. 2 Occupational Program Descriptions and Legal Aspects of Such Programs (e,f)
____ No. 3 Working With People Having Special Needs (c,d,i)
____ No. 4 Curriculum Guides for Grades 9 and 10; The World of work (e)
____ No. 5 Independent Study Techniques; Displays; Occupations in an Institution for the Mentally Retarded (c,e,g,i)
____ No. 6 Video Tape Techniques; Employment Education Course (e)

Volume XIII, 1969-70 Relevance In:

____ No. 2 Consumer Education (a,b,d,h,i)
____ No. 3 Vocational Cooperation (e)
____ No. 4 Family Life Education (g)
____ No. 5 Teaching the Neediest (a,c,i)

Volume XIV, 1970-71 Home Economics for the Seventies Accent On:

____ No. 1 Nutrition for Consumers (a,i)
____ No. 2 Meeting Low Literacy Needs (a,c,d,h,i)
____ No. 3 Curriculum Ideas for the 70's (a,b,c,f,g,h)
____ No. 4 Home Economics Occupations (e)
____ No. 5 The Dual Role (e)
____ No. 6 Values and Practices in Clothing Selection (f)

Volume XV, 1971-72 Old Values and New Applications

____ No. 1 Simulations and Games in Consumer Education (b,h,i)
____ No. 2 Consumer Education and Slow Readers (b,c,d,h,i)
____ No. 3 New Ways to Individualize Education (a,b,d,i)
____ No. 4 Home Economics and Vocational Education (a,e,g)
____ No. 5 Home Economics in the Middle School; Home Economics Facilities (a,e,h)

OVER

well as personal role selection and performance. Use the check sheet below for attitude clarification and as a basis for discussion about sex-typed characteristics.

Lynda Harriman

Volume XVI, 1972-73 Humaneness and Home Economics in the Secondary School

____ No. 1 Nutrition Education for Increased Humaneness (a,i)
____ No. 2 Consumer Education and the Quality of Life; Drug Education; Legal Aid; Ecology; Nutrition (b,f)
____ No. 3 The Family in Today's Society; Occupational Program in Child Development; Drug Abuse Prevention; Urban Communes; Toys for Consumers (e,g,h)
____ No. 4 The Liberated Family; Women's Rights Movement and VOTEC Education (g)
____ No. 5 Career Selection as a Humanizing Experience (e)

Volume XVII, 1973-74 Reaching All Minorities Through Home Economics

____ No. 1 Capitalizing on Interest in Children (f,c,i)
____ No. 2 Exploring Careers in the Junior High School (e,i)
____ No. 3 Better Health Through Better Nutriton (a,b,i)
____ No. 4 Housing—Designing for People's Needs (h,e,c,b)
____ No. 5 Better Management and Improved Consumer Education for All Ages (b,h)

Volume XVIII, 1974-75 New Faces and Places For Home Economics

____ No. 1 Unified Arts Programs Including Home Economics (b,e,g)
____ No. 2 Thoughts on Our Theme: Leaders in Home Economics (b,g)
____ No. 3 Serving All Ages (a,g,i)
____ No. 4 Vocational and Career Education (e,g)
____ No. 5 Human Roles: Examining Choices Through Education (g)

MAIL TO:

ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, IL 61801

Please supply the following:

______ copies of *Illinois Teacher* at $1.00 each ________

______ copies of *Illinois Teacher* at $1.75 each ________

______ subscription(s) to the current (1975-76) *Illinois Teacher* ________
(*see note below)

TOTAL $________

All orders for less than $5.00 must be accompanied by payment.

*Published five times each academic year. Subscriptions $7.50 per year, $21 for three years; Canada $8.50 per year, $24 for three years; Foreign $10 per year, $27 for three years. Single copies $1.75. Special $5 per year for undergraduate and graduate students when ordered by teacher educator on forms available from Illinois Teacher office.

Name____

Address______________________________________

City__________________ State__________________ Zip__________

☐ Check Enclosed ☐ Bill Me

Fertility," *In Women's Roles and Education: Changing Traditions in Population Planning* (Washington, D.C.: American Home Economics Association, 1975), pp. 44-45.

6. Using different colors of cards for each stage, have the students identify new roles that are added as the family goes through the family-life cycle. Repeat 2-5 if desired in order for the students to see how changes may be made as the stage in the family life cycle changes.

Sample of responsibilities: Divide them into stacks of Female Roles, Male Roles, Together and Outside Help

Making the beds	Preparing dinner	Cleaning the car
Grocery shopping	Doing the dishes	Preparing breakfast
Paying the bills	Entertaining	General cleaning
Mowing the lawn	Doing the laundry	Setting the table
Household repair	Ironing	Taking out the garbage
Preparing lunches	Planning vacations	

Contributed by Jan Shumate

Each student is given two blank pieces of paper and a pencil. On the first page the students are directed to draw a picture of a man at work. On the second sheet the students are directed to draw a woman at work. When the class is finished each student is then asked to show the pictures to the rest of the members and explain what they drew and why. General class discussion will then follow based upon the results of the drawings.

Contributed by Joann Macander

Show the filmstrip available from the American Home Economics Association titled "It's Happening in Home Economics" to help illustrate the point that jobs formerly belonging to only one sex are now open to persons of either sex. Ask students for verbal or pictorial illustrations of situations where sex-role stereotyping is breaking down.

Contributed by Cheryl Gansauer

The following series of questions can be used to identify students' views, as a basis for discussion, or for students to use in gathering data from others. These questions are from an article by Selma B. Greenberg, "Attitudes Toward Increased Social, Economic, and Political Participation by Women as Reported by Elementary and Secondary Students." *Journal of Educational Research*, 67:1, December 1973, pp. 146-148.

1. Do you think it's fair for a woman to have the same chance as a man (equal opportunity) to apply for and work at any job she wants if she is qualified?
2. Do you feel that a female doctor or dentist would be as good as a male?
3. Should radio and TV stations hire more female announcers and newscasters?
4. Should we have more female jockeys at the race track?
5. Are women scientists as smart as men scientists?
6. Would you feel a trained female garage mechanic to be as good as a male if your car needed fixing?
7. Should we have female astronauts?
8. Should more women be encouraged to become lawyers, judges, and senators?
9. Do you think that we will ever have a woman president?
10. Are women as intelligent as men?
11. Do you think that most female teachers are as good as most male teachers?
12. Do you feel that a female would be as good a school principal as a male?
13. Do women become upset more easily than men?
14. Would you mind working for a woman boss?
15. Is it right that men should be expected to open doors and take off their hats for women if women have equal jobs?
16. Do you think that men should be allowed to hold jobs that women usually do, such as airline stewards as well as male secretaries?
17. Do you think that women in all countries of the world should have equal rights to men?
18. Should women in all countries be allowed to vote for their leaders if men do?
19. Do you feel that women are as talented as men in art, music, the theater?
20. Is it better to be a man or a woman in the United States today?

Contributed by Lynda Harriman

Characteristics which are sex-typed can affect attitudes toward others' capabilities, as well as personal role selection and performance. Use the check sheet below for attitude clarification and as a basis for discussion about sex-typed characteristics.

DEFINITIONS. DO THEY FIT?

INSTRUCTIONS: Which of the following characteristics are most often used to describe women? Which are most often applied to men in their roles? Check (x) the appropriate column.

Characteristics	Used to Describe Women	Used to Describe Men
1. Sensitive		
2. Intuitive		
3. Hysterical		
4. Weak		
5. Emotional		
6. Assertive		
7. Gentle		
8. Gossipy		
9. Independent		
10. Dependent		
11. Self-reliant		
12. Ambitious		
13. Understanding		
14. Policymakers		
15. Authority		
16. Career-oriented		
17. Home oriented		
18. Fearful		
19. Docile		
20. Athletic		
21. Adventurous		
22. Sympathetic		
23. Affectionate		

Review the list of characteristics again. In the last column to the right (x) those characteristics which you think are appropriate and important for both men and women and boys and girls to develop. Discuss your reasons.

Contributed by Kris Zuber

Use the following situations by giving half the class items 1, 2 and 3 with names John, Ruth, and James and the other half items 4, 5 and 6 with names Joan, Russ, and Janice. Sexism as an attitude leading one to limit the humanity of others according to sexual classification could be the guiding idea for follow-up discussion. These situations are adapted from the book, *Teaching Human Beings: 101 Subversive Activities for the Classroom*, by Jeffery Schrank. Boston: Beacon Press. 1972.

From the limited information given about each person below, you are to make an educated guess as to some of that person's character traits. Encircle one number on the rating scale; there are no right and wrong answers in this questionnaire.

1. John works at Bell Telephone Company, is married and has two children. He wears brightly, colorful clothes. He probably is:

INTELLIGENT	1	2	3	4	5	STUPID
COMPETENT	1	2	3	4	5	INCOMPETENT
RATIONAL	1	2	3	4	5	EMOTIONAL

2. Ruth is 18 years old and a sophomore college student. She is five feet, eight inches tall and has blonde hair. She makes average grades and dates about once a week. She probably is:

ARTISTIC	1	2	3	4	5	SCIENTIFIC
AGGRESSIVE	1	2	3	4	5	PASSIVE
INDEPENDENT	1	2	3	4	5	DEPENDENT

3. James Day is 46 years old, a professional writer, is married and has three children. His wife also works, and they own their own home. He probably is:

SELF-CENTERED	1	2	3	4	5	OTHER-CENTERED
ATTRACTIVE	1	2	3	4	5	UNATTRACTIVE
CONTENT	1	2	3	4	5	AMBITIOUS

4. Joan works at Bell Telephone Company, is married and has two children. She wears brightly, colorful clothes. She probably is:

INTELLIGENT	1	2	3	4	5	STUPID
COMPETENT	1	2	3	4	5	INCOMPETENT
RATIONAL	1	2	3	4	5	EMOTIONAL

5. Russ is 18 years old and a sophomore college student. He is five feet, eight inches tall and has blonde hair. He makes average grades and dates about once a week. He probably is:

ARTISTIC	1	2	3	4	5	SCIENTIFIC
AGGRESSIVE	1	2	3	4	5	PASSIVE
INDEPENDENT	1	2	3	4	5	DEPENDENT

6. Janice Day is 46 years old, a professional writer, is married and has three children. Her husband also works, and they own their own home. She probably is:

SELF-CENTERED	1	2	3	4	5	OTHER-CENTERED
ATTRACTIVE	1	2	3	4	5	UNATTRACTIVE
CONTENT	1	2	3	4	5	AMBITIOUS

Contributed by Beverly Bergman

Four mini-plays were published in *Forecast for Home Economics* (November 1973, 19:3, p. 32) under the title, "What Role Do You Play?" by Julia Piggin. The plays deal with a teenage girl who fixes her date's stalled car engine, a boy who knits a sweater for his girl friend's birthday, the only male enrolled in a clothing construction class, and an 18-year-old boy who will take care of his 5-year-old twin brothers while his parents spend a week at the shore.

Contributed by
Ellen Culver

The activity below was used as part of the special program on NBC television early in 1975 narrated by Barbara Walters and Tom Snyder and called "Man and Woman." This activity can provide a chance for each student to take a look at his attitudes in comparison to traditional role expectations.

MALE-FEMALE/TRADITIONAL ROLES

For each of the words in the lists below, rate yourself using the following scale. Total them separately, compute the difference between the two totals.*

Scale: 1=seldom   2=occasionally   3=quite often   4=most of the time

____ 1. Aggressive	____ 1. Affectionate
____ 2. Ambitious	____ 2. Compassionate
____ 3. Assertive	____ 3. Gentle
____ 4. Athletic	____ 4. Loving toward children
____ 5. Competitive	____ 5. Loyal
____ 6. Dominant	____ 6. Sensitive to others
____ 7. Forceful	____ 7. Sympathetic
____ 9. Independent	____ 8. Tender
____ 9. Self-reliant	____ 9. Understanding
____10. Willing to take a stand	____10. Warm

*The greater the difference in the two totals, the more the individual conforms to society's traditional standards.

If the difference between the totals is more than 10, the individual is being greatly limited by sexual biases.

Contributed by
Sandy McCamy

"Parenting: Fathers, Mothers and Others" is a new educational kit from J. C. Penney Company, Inc., Educational Relations Department that can be used in Family Living, Child Development, and Sociology classes. I used it to introduce a unit on child care to an all male class, where the guys usually question the need to study child care. The pleasure for me in using the parenting kit came from developing the idea that everyone parents, regardless of sex, age, marital status, or kinship to children.

"Parenting" provides the educator with a filmstrip and cassette, sections entitled "What is a Parent?," "What is a Child?," and "What is Parenting," including materials for duplication, objectives for each topic, and suggested learning activities.

Contributed by
Alice Allers

I have used the "Dear Abby" format to write letters which students can read and then write responses.

Dear Abby:

I am a housewife, age 47, and have raised 4 children who are now in college. I am presently doing volunteer work and keep my husband's socks mended and his shirts pressed. I am no longer happy to be at home. What can my husband do around the house to help me fulfill my dual role? He is from a traditional home and believes "a woman's place is in the home."

Dear Abby:

I recently got married and want to work but my husband does not want me to. He reads your column and respects your answers. What can you tell him so that he understands that I do not want to work for economic reasons only. What can he do to maintain satisfactory marital relationships?

Dear Abby:

I am a housewife. I enjoy being a homemaker—staying home and taking care of my husband, and the children. I feel fulfilled as a person. Is something wrong with me that I do not want to pursue a career like most women that are doing so now?

(continued on page 90)

THE LEGAL RIGHTS OF MARRIED WOMEN:

The Homemaker and the Equal Rights Amendment

Marguerite Rawalt
Attorney
Arlington, Va.

EDITOR'S NOTE: The quality of life of the home economics teacher and of those whose lives she touches depends, in part, upon her legal status. To gain increased knowledge in this area, your editor recently had the privilege of interviewing the author of this statement. Ms. Rawalt, before her retirement, was a tax lawyer with the Internal Revenue Service. She has been president of the Federal Bar Association, comprising Federal attorneys and judges over the nation, of the National Association of Women Lawyers, and of the National Association of Business and Professional Women's Clubs. She was a member of the original President's Commission on the Status of Women and the first General Counsel of the National Organization for Women. She presently teaches a course at George Washington University entitled "Legal Aspects of Women's Rights."

The HOMEMAKER (defined as the woman who works in her own home without salary), more than other classes of women, is in need of the Equal Rights Amendment. She is the "forgotten woman" under the Constitution and state laws of today. Her "career" would gain recognition under the ERA.

The English common law is the basis of our Constitution and of the statutes in 42 states. Under its principles, when a woman marries she loses her separate legal identity on the theory that husband and wife are one, and the husband is the one. Upon her marriage, the wife loses her name, her individual credit rating if she had one, independent control over her property and its earnings, and her legal domicile.

Marital Property Rights Under the Common Law

The years of labor of the wife in the home, the bearing of children, acting as baby sitter, child counselor and guide, housekeeper, household financial manager, are all without salary or wages. As a chattel of her husband she owes him her services and labor under common law principles. There is one outstanding exception. When a husband brings a common law action for loss of consortium (damages for loss of wife's affection, companionship, society and sexual relations) the courts have no difficulty in placing money values upon her services in order to allow him recovery against the third party liable for having caused physical injury to his wife (e.g., auto-train accident). Thus, by being rendered permanently injured, or crippled for life, the wife can generate legal recognition of a value for her services, with payment therefor to the husband! In most jurisdictions no reciprocal recovery is allowable to a wife whose husband is permanently injured.

Since no money value is placed upon the wife's labors in the home, she is not counted as making any investment or contribution to the acquisition of the marital property, be it the home residence or a business which her husband may operate. The marital property is that of her husband. In the case of dissolution of the marriage by divorce, she can only petition the court for a share of her *husband's property*. Her claims to a share of property are decided by the court, more often than not upon a compromise agreement reached between opposing attorneys. It is to the husband's advantage to label as much as possible as "alimony" which is tax deductible by him and taxable to her, rather than as maintenance or support, which is not deductible. And should her father leave her an inheritance, her husband becomes entitled to share the income and often to control and manage her separate property.

In the eight community property states, founded upon the French and Spanish Codes, husband and wife have equal ownership; however, the husband generally has independent management and control of the whole. In other countries, marriage has been recognized as an economic partnership between equals. Such a marital partnership and ownership and division of property upon divorce is recognized in the proposed Uniform Marriage and Divorce Act which has been approved by the American Bar Association for adoption by the states. Under its provisions the Court would be required to place a money value on the years of work by the wife in the home.

The Equal Rights Amendment would support a recognition of partnership rights and

ownership in marital property based upon the valuation of the wife's contribution to its acquisition. It would be in harmony with the proposed Uniform Act and with laws of many other nations.

Husband's Duty of Support

State laws calling for a husband to support his family go no further than a duty to provide what the law calls "necessaries." And the law makes the husband the sole judge of what constitutes "necessaries" of food and shelter. If he never allowed her to own more than one pair of shoes, or to have an air conditioner, or to have a kitchen sink or a food freezer she has no legal redress. He can stop her credit for groceries and clothing at any time.

So long as she lives under his roof, the wife has no right to go to court for an increase in support allowance from her husband. This is a cardinal principle of common law upon which statutes in 42 states are premised. She must sue to break up the marriage if she wishes to challenge her support allowance.

The leading case, found in law school textbooks, declares the principle that "to maintain an action such as the one at bar, the parties must be separated or living apart from each other" [McGuire v McGuire (1953) 157 Neb 226; 59 N.W. 2d 336. See e.g. Foote, Levy and Sanders' textbook, Cases and Materials on Family Law, p. 303.] In that case, the wife of a well-to-do farmer for 34 years sued for support allowance. The husband forbade her any charge accounts, refused to provide any modern running water or electric appliances in the home, or to purchase a replacement for a 24-year-old automobile. The court held that he was providing the "necessaries of life."

Some women believe that "a woman's best insurance of proper support is to marry a good man." And because most husbands are good men, homemaker wives never have occasion to learn of the legal inequities which could beset a less fortunate one. It is not believed that decent men support their wives and families only because of a legal compulsion. Wives, like husbands, already have a legal duty of support in many states where the husband is incapacitated—a duty to provide "necessaries."

The ERA would recognize an economic partnership between spouses, as the law is now rapidly approaching. It would give the wife legal status to seek redress in courts. It would give new dignity to the important roles of mother and housewife. The homemaker needs the Equal Rights Amendment.

(continued from page 88)

Dear Abby:

I started working just recently. I have a liberated family. My husband's attitude is an important part in helping us change our life style. He threw out the traditional role of the wife (one who cooks, tends the children, and stays home) and the husband (a provider-wage-earner). Now he helps cook, and do laundry. The children are also free to express themselves in new ways. The children are 8 and 10.

My question is this—Is it detrimental to the children that a mother is not home all the time with her children? Can satisfactory relationships exist in the home with the mother working? I want to know whether I should keep working or not? Please answer as soon as possible.

Statement of Purpose

The focus of home economics is family in its various forms. Family is defined as a unit of intimate, transacting, and interdependent persons who share some values and goals, resources, responsibility for decisions, and have commitment to one another over time.

from Home Economics-New Directions II
Journal of Home Economics, May 1975, p. 26

Mary Jo Poindexter
Consumer Economics Teacher
San Gorgonio High School
San Bernadino, California

Ms. Poindexter was the 1975 winner of the Home Economics Teacher of the Year Award presented by the American Home Economics Association and Family Circle Magazine.

USING THE COMMUNITY AS A CLASSROOM

In establishing Community Lab at San Gorgonio High School, my two colleagues and I wanted to help students find their identities through using the community as a classroom. The class is organized within three departmental areas: Social Studies, Home Economics, and English. The course has been developed using the "Management System of Course Development."

Overall Objectives of the Course

1. To make high school more relevant for seniors by bridging the gap between school and the adult world.
2. To provide an inter-disciplinary experience which enables students to gain an integral awareness of the community.
3. To provide opportunities for self-discipline and individualized learning.
4. To provide opportunities for students to become more effective in inter-personal relations.
5. To provide an atmosphere which recognizes *how* students learn, as well as *what* they learn, and hence promotes their learning.

These objectives were arrived at by the combined efforts of students, teachers, administrators and parents.

"Learning by doing" is our motto. Students actually participate in real life situations in politics, government, volunteer work, education, communications, courts, and welfare, to name a few. The community has become the classroom. We have merged three disciplines into a single unit to provide real life effects. We have placed the responsibility for learning on the student—with the instructors acting as resource people. Attendance has improved. There is an almost total lack of disciplinary problems. There is generally excellent rapport between student and teacher. A failure is considered temporary and is left up to the student. Students can come back a year or more later and finish objectives and pass the course. There is generally a high level of student esprit de corps. Former students appear in the classroom almost daily—just to visit a minute and often offer suggestions of new objectives to be added for the class.

Examples of Objectives for Consumer Economics

1. Each student will simulate a one-year budget (for 1 or 2 persons) which could be utilized in the first year of living away from home.
2. Each student will simulate the buying of an automobile, including insurance.
3. Each student will investigate ways of obtaining credit.
4. Each student will simulate all legal and other planning necessary to get married.
5. Each student will simulate the opening of both a checking account at a bank and a savings account at a savings and loan association.
6. Each student will calculate the cost of keeping a pet.
7. Each student will tour a mortuary and do a report on the cost of dying.
8. Each student may investigate the price of fuel and repair for his car and compare prices at different sources.
9. Each student may investigate the benefits and cost of exercise and beauty salons.
10. Each student will investigate the services available to consumers for his/her protection as a consumer.

The list of the ten objectives are taken from a total list of eighty objectives. As noted above some of the objectives are mandatory (will) and some are elective (may). The students all are required to complete the mandatory objectives, and then they are free to choose from the elective list or write objectives of their own. Each of the objectives are given a point value on the basis of the clock hours required to complete the objectives. Each of the objectives has a guide sheet with basic questions for the students to investigate (see sample on page 93). The grades are based on the total number of points earned in a semester. These points are established at the beginning of each semester, and the students do the required objectives plus electives to make the grade of their choice. Students receive the same grade in all three subjects: Problems of Democracy, English IV, and Consumer Economics. If the work is not finished in the one semester the students receive an incomplete in all three subjects. When the student completes the work he/she will receive the grade earned according to the semester point scale.

Class Operation

The class is open to any senior high school student. She/he must have a parent permission slip signed which states that the parents are aware of the fact that the students will be "off campus" during the time that they are in Community Lab. The class is scheduled for three periods per day, five days per week. There is an orientation week at the beginning of the semester where the class is explained, objectives are developed, and rules for the class are discussed.

After the orientation period the students are ready to go into their second classroom, the COMMUNITY. The students sign-in, stating time, place and objective that they will be working on that particular day. We have had many reasons to contact students when they are in their second classroom and have been able to make this contact and give the students the messages (parent calls, counselors, etc.). The class operates on the basis of mutual trust, and in the five years of operation, the students and teachers have proven that this trust is one of the outstanding characteristics of the class.

Evaluation of Students

After the student completes an objective, she/he writes a report on the project and hands it in. The project is graded on the completeness and correctness of the information and is checked for the sentence structure and correctness of grammer. After the project is graded the points are recorded and filed in the student's personal folder. Periodically, the student and one of the teachers review the point card and the folder to assess strengths and areas which need improvement. The teachers and students have many opportunities for a one-to-one relationship—during oral book discussions, discussions of particular objectives, and informal day-to-day contact in the classroom. These one-to-one relationships enable the student to become more aware of her/his potentials and assist in self-evaluation as well as the academic evaluation.

How Does Home Economics Fit in Community Lab?

One idea coming out of the 1972 Helsinki International Federation of Home Economics Conference "Home Economics is the art and the science of relating families to progress." As a teacher of home economics I feel that the best way to relate to progress is to be where it is happening. The market place is one location where progress or regression is taking place, and the students in Community Lab have a "front row seat." They can observe and participate in the happenings; not only in the market place but in the schools, government, courts, service organizations, hospitals and in any other area in the community. As a teacher I firmly believe that to have learning one must be able to relate this material to some facet of the individual's life. To quote Calvin Williams, former Community Lab student, "Community Lab is an experiment in progressive education: tangible, concrete, real learning. Knowledge that is useful to the student the second he obtains it."

As one of the originators of the Community Lab Program, I am proud and pleased with the class but the success is not mine. The success of Community Lab is directly related to the support of the students, parents, other team members, administration and the wonderful second classroom—SAN BERNARDINO, CALIFORNIA!

1. Sample of a worksheet

Name of student_________________________ date(s) worked on Project _____________________

OBJECTIVE #37

"Each student may investigate the facilities and programs of at least two child care centers for pre-school children."

PART I

a) The name, address and persons contacted at the two centers.
b) How many children are enrolled? What is the maximum number of children the facilities will accommodate?
c) What is the age span of the children?
d) What type of play equipment is in the child care center?
e) What type of rest and feeding equipment is in the child care center?
f) What safety factors did you observe?
g) Are the children divided into groups? If so, what are the groups doing? How are they divided?
h) What type of classes are taught to the pre-schoolers?

PART II

a) How many adult workers are in the centers? What is the legal ratio of adults to children in a government approved center?
b) What training do the workers have? What is the approximate salary paid the workers per hour?
c) What are the legal requirements for operating a child care center?
d) Where can one get training to work or manage a child care center? What type of classes are required?
e) What are the daily charges at the center, and what is included in this price?
f) What are the requirements for a person to place a child in one of the High School Child Care Centers? (Visit San Gorgonio's Child Care Center in room C12.)

PART III

a) Which of the centers you observed would you recommend to a person needing day care for a child? Why?
b) How much deduction is allowed on income tax for child care? What are the requirements to qualify for these deductions?
c) How do you feel about free child care for welfare recipients? Should this free care be offered to others? Explain.
d) If you had children would you place them in a day care center? List your reasons for your answer.
e) Make a list of at least ten things one should look for in choosing a child care center.

TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED
—*An Interview with Marc Gold*

Dr. Marc W. Gold, University of Illinois researcher, is concerned with helping handicapped people learn and become self-sufficient members of society. His ideas are not consistent with the traditional theories and expectations for the handicapped, and his success with teaching the severely retarded provides evidence that his ideas work. His concepts and procedures have important implications for home economics teachers who work with handicapped students.

Judy Richards Oppert
Doctoral Student
Home Economics Education
University of Illinois

Judy Oppert: Home economics teachers frequently have handicapped students in their classes. What recommendations do you have for home economics teachers regarding these students?

Marc Gold: First of all, home economics teachers need to recognize that many of the individuals they have will not spontaneously pick up homemaking skills as is the case with their other students. Therefore, the teacher's impact on these students can be potentially far greater and far more important than for normal individuals in their class. The homemaking teacher's impact on normal individuals may be the difference between being a *good* cook or a *better* cook. With the more limited individuals, the difference may be between being able to or *not* being able to cook. So that is a very important issue.

The second thing is a philosophical issue. Teachers need to recognize that the vast majority of handicapped individuals they have in classes are, in fact, capable of learning anything that is taught in those classes. But what it is going to take to get them to learn may be something different. This is opposed to the notion that they aren't going to be able to learn very much. They are capable of learning a lot. Of course, I am talking very generally. Most of the people I work with are far more limited than most of the people you will find in classes. Therefore, I can have some confidence in that kind of a statement.

Oppert: How would you define handicapped students?

Gold: A handicapped student might simply be defined as one who requires assistance beyond what you would expect normal students to require in order to learn. You will notice that I am relying on the notion that a handicapped person is not defined as someone who is less capable of knowing. I am defining him in terms of what is required in order for him to know. If there are things that you think are important enough to teach, there are likely to be some individuals in your class that do not acquire this information through the conventional exposure you give your class. So, if you want them to know it, you are going to have to come up with more power than you normally do. The more power needed, the more likely that individual will carry a label with him like handicapped.

Oppert: Could you define the term power and the way you use it?

Gold: I use the word power to mean what it takes on the part of the trainer, or teacher, in order for the learner to acquire the task. The more difficult it is for the individual to learn, the more power is necessary on the part of the teacher. The teacher needs more sophisticated feedback or training procedures, she/he has to put more time into deciding how she/he is going to teach this person the task and, very possibly, she/he is going to teach smaller pieces of learning. The portions of learning will have to be in smaller pieces. That does not mean teaching the person smaller things. Some people think that the less capable the learner the less you teach him. They say that if a person has trouble learning, then you teach him simpler things. I don't feel that way. I feel you have to find much more simple pieces to teach that will result in those same complex things. So the task might have to be broken down more. You don't go out and find broken down tasks for them! You teach them the same thing you teach anybody else but you find smaller units that collectively equal the same task.

Oppert: How is the home economics teacher going to teach skills to handicapped students?

Gold: I think what has to be done first is to decide what the skill is that you want taught. For example if you are going to teach a person to use a microwave oven, the first thing you would decide is which technique of using a microwave oven you are going to use, taking into consideration what you think are the characteristics of the learner. If you are working with a number of individuals who you think do not know how to read, then you would want to think of a way of using the microwave oven that does not require a person to read.

Then the teacher should break the task down into what she/he thinks are teachable units. For example, the first thing you do is open the door or the first thing you do is take out a stack of pictures that indicate the materials you will need to have, etc. We could talk about breaking the task down into teachable units for a long, long time.

After the teacher has done what she thinks is a basic analysis of the steps that go into the operation, the next thing is to decide how she is going to convey this information to the student or students. Is it likely that I can teach these individuals in a group situation, or am I dealing with someone who probably will be able to pick up this kind of information only in an individualized instruction situation? Do I have ways of showing the person what I want her or him to do without talking about it? For instance, if a student can handle language, you can explain. But if you are going to have some students that do not process language very well and might not understand, then you may want to have demonstrations or modeling. You would say, "Do what I do," or you would not say anything at all. You would just go in and do things with your hands or take the student's hands. It takes some fairly careful planning, not only deciding what the pieces are that you want the person to have that collectively result in the total task, but also what you plan on going through to see that those pieces get taught.

Oppert: Could you give an example of how you would teach without language?

Gold: We have a tendency to convey orally what we want the student to know. We tell him about it. We say, "I want you to do this and then do that." We say to a student, "Set the dial at 400 degrees." What does dial mean? What are degrees? What does the word set mean? When a student does not do what we want after we have told him what we want, it is too easy to think that he isn't able to do it. The alternative hypothesis is that there is no way of knowing whether he is able to do it or not, because we don't know whether he understood what it is that we wanted him to do.

Rather than telling the student what to do, we take the person's hand or take our own hand and put our fingers on the dial and turn it to 400 degrees and then set it back to zero. Then take the student's hand or point. For those students who have a lot of trouble handling verbal directions, the teacher should put some energies into considering what to do when the student doesn't. That is really the critical issue. When the student does what you want, that's great. This interview has to do with students who often don't. The question is, when the student doesn't, what is next? And if that doesn't work, what's next? The assumption is that he is able to if we will just find out how.

Oppert: Is the core of your philosophy the idea that the student is able?

Gold: That's right. The assumption is that the difference between people is not what it is they are capable of knowing, but the conditions required in order for them to know. That might be paraphrased, different strokes for different folks.

Oppert: What would you see handicapped students being ultimately able to achieve?

Gold: If you are talking about the kinds of individuals I have seen in homemaking classes in the public schools, I would say most of the things you would find the normal kids being able to do. I am used to seeing mildly physically handicapped, deaf individuals, blind individuals, mildly retarded individuals, even moderately retarded people in classes. I don't see them as being that much different IF the school and the teacher are willing to allocate the necessary resources and time to coming up with sophisticated and powerful training procedures.

Oppert: You mentioned resources. Would this procedure take more time and/or money than we commonly expend on a student?

Gold: Time is money so from that standpoint I am not sure how to answer. I don't see the need for much fancier equipment or all kinds of special gadgetry. Perhaps in the case of severely physically handicapped individuals there might be some considerations that would require different materials or equipment.

The biggest factor is time. It takes a lot more teacher time to prepare lessons. As I mentioned before there is the possibility that you are going to need, especially for more sophisticated skills, a lot of individualized instruction. Of course, individualized instruction is much

more costly from the standpoint of use of teacher time. So if you are talking about average daily attendance, schools being reimbursed for the number of students in a classroom at a given time, then it could be very expensive. It is not necessarily expensive, but it could be.

Oppert: How does this compare to special training the students might require if they were not in the school?

Gold: That is a very good question. There are figures to back this up but let me answer it in an offhand way. I think it is fairly well accepted that time spent in training individuals to care for themselves is much, much cheaper than what it costs to care for individuals who cannot care for themselves. That is a one sentence version of many pieces of information.

Oppert: What are some examples of things you have achieved with handicapped students?

Gold: The people that are using the techniques we have developed have accomplished some of the following:

Individuals who were labeled moderately and severely retarded have done work that was competitively bid and their mean hourly wage was $2.43 per hour. This was assembling a 14-piece milking machine pump.

We have used a bicycle brake assembly, which is a 14- or 15-piece task, to train severely retarded-deaf-blind individuals to do assembly work. They have gone on and competitively assembled locking gas caps successfully. By competitively I mean they did it in a sheltered workshop where the contract was acquired by bidding against other companies who also wanted it.

We have trained individuals at all levels of retardation and many of them with other handicaps, like emotional disturbance or physical disability, to assemble electronic printed circuit boards. We did a study at Lincoln State School where we trained 39 individuals with IQs ranging from 23 to 92 to assemble two different 12-piece printed circuit boards. The average time that it took for those 39 people, with an average IQ of 54, to learn was 170 minutes. They had to learn two different boards and they had to do each board five times in a row perfectly before we would accept that learning had taken place. There were 12 components. That means that a person had to put in 60 consecutive correct resistors on the board before we would accept that he had learned it. If a person inserted 55 in a row correctly and then made a mistake she/he had to start from zero again. The average training time per person was 170 minutes for the entire package.

Oppert: Let's talk about what you plan to do with this in the future.

Gold: My role does not get me directly involved with the ultimate product. My job is to design ways of training people and get those techniques, philosophies and expectancies to the people who have the direct interaction with the people of concern.

I am in the process of making a series of films on training and feel that it will provide a very wide dissemination opportunity. My consultant work involves setting up very large in-service training programs throughout the country where I go in for three or four days and work with perhaps 500 or 600 people from 50 to 60 agencies. I do training on task analysis and expectancies and things like that. We have our research stations in a number of places throughout the country and in those we have on-going relationships with them using our techniques. For instance, once the people have learned the bicycle brakes they move into sub-contract work. That is moving along very readily. We are probably going to have 20 or 30 agencies in the Northwest using our training technology on a daily basis. A factory that we are planning will hopefully be in existence in the next few years. It will, I think, force our country to re-analyze the way it utilizes its resources on behalf of the handicapped, especially the severely handicapped. If we can take a group of severely handicapped individuals and make them genuinely productive members of society that will raise some very serious questions about all of the money that is now spent housing, or warehousing, those people and providing them with little or nothing to do.

If you want the real long-range goal it is to revise the value structures of this society so that they recognize that intelligence is not a commodity that decides how human you are, how successful you might be, or what jobs you might do. Society needs to change the way it decides who gets what job. Then we feel our people will be competitive. And after a while there won't be any such thing as our people because the general concept of normalcy will expand. We will recognize that the way each of us is normal has to do with a relationship between the things about us that people want and value and need and those things about us that people feel they have to tolerate.

Oppert: So you would see some things that have to be tolerated and some normalcy in everybody?

Gold: Oh yes, and some abnormalcy in everybody. The handicapped will be considered normal when aspects of each person that have normally brought negative attention are balanced by many other more important things which bring positive attention, like competence.

Oppert: So the handicapped people would be competent, be able to earn their way in society and care for themselves?

Gold: I think so.

Oppert: A home economist could help them learn a job skill or help them learn to care for themselves?

Gold: Absolutely!

Oppert: How can teachers learn to work with handicapped students? What can they do to equip themselves better to teach the handicapped?

Gold: One possibility is to identify individuals in their field who have had prior successful experience in these kind of endeavors and use them as a resource for getting started.

Another possibility is to get together with someone else. Doing this alone assumes a great deal of spontaneous creativity on the part of each teacher. Teachers do have that, but that isn't very efficient. It is like everybody having to redesign the wheel. I think an important issue here is that there are more and more teachers in home economics and many other areas that are the recipients of the notion of mainstreaming. More and more teachers are genuinely accepting the responsibility to teach people who are difficult to teach. There should be some sharing and getting together. In almost every home economics classroom I have walked into I have seen that the teacher has come up with some little trick, a catchy thing that helps. There ought to be a lot more sharing of those things. [See editor's note below.]

Also, there are universities throughout the country that have students and faculty who are directly addressing these issues. They should be used as resources and held accountable for providing assistance.

Oppert: You mentioned films, in-service workshops and resources. Would any of these be available to home economics teachers?

Gold: One possibility is to contact me and ask about the location and dates of the workshops. [*Address:* Marc W. Gold, Institute for Child Behavior and Development, University of Illinois, South First Street Road, Champaign, Illinois 61820] Another possibility would be to have someone from my staff work with a group at a conference. The films may be rented or purchased from Film Productions of Indianapolis, 128 East 36th Street, Indianapolis, Indiana 46205.

Oppert: Do you have any "words of wisdom" for home economics teachers as they work with the handicapped?

Gold: Home economics teachers, like most other teachers, rely more on exposure than training. They put materials in front of the student or the teacher demonstrates a procedure and says, "Now do it." For the kinds of people they are likely to be getting and a lot of students they already have, one has to be much more purposive. You have to be much more systematic and thoughtful about how the person is going to know what you want him to know and how you are going to know that he does.

The main word of wisdom is that when you decide that something is important enough to teach, then don't be satisfied until you know that the student can go home and do it. The way to be successful is to satisfy yourself that the student can do that thing under the circumstances where she/he is likely to do it, e.g., in his/her kitchen not yours. Then when you go through the long hard work of carrying something to completion there will be no question at the end that the student has useable skills.

And that is what teaching **all** students is all about.

EDITOR'S NOTE: We invite teachers to share their "tricks" and ideas via ILLINOIS TEACHER. Write a letter or a brief article explaining yours and submit to the address on inside front cover. We'd like to hear from you.

LEARNING DISCIPLINE TECHNIQUES THROUGH SIMULATION

Barbara K. Dommert
Teacher Educator
University of Hawaii
and
Wilma P. Griffin
Teacher Educator
University of Texas, Austin

A guest speaker is speaking to the class. Several students are talking during the presentation. They are distracting other class members. The teacher feels that some action must be taken. What should she do?

A teacher is grading a set of exam papers. She discovers that two of the papers are very similar. She remembers that the students were sitting next to each other during the exam. What action, if any, should the teacher take?

The teacher is leading a class discussion. A male student makes several rude remarks. The teacher asks the student to step outside the room for a moment. While the teacher is talking with the student about his behavior, he turns and begins to walk away. The teacher asks him to come back. The student does not stop. What action should the teacher take?

Teachers are faced with many and varied problems in the schools today. Because of situations such as the three described above, teachers list discipline as one of their major concerns. Students preparing for student teaching also express anxiety about prevention and management of discipline problems. Both groups feel apprehensive about their abilities to handle situations which might arise in the school. Because of these concerns, a variety of techniques have been developed to alleviate the fears expressed by students and teachers alike. These include discussions, reports, films, and other methods. These methods have not proved to be completely satisfactory. In search for better methods of teaching about discipline, the authors have developed a simulation which places each participant in the role of a teacher in simulated classroom situations. The simulation is designed to be used with students in pre-service education to help prepare them for the student teaching experience and with teachers, administrators, and other school personnel for in-service programs.

Purposes

The purposes of the simulation are as follows:

(1) to create an awareness of the types of discipline problems which may be faced in the classroom
(2) to help the participants recognize that there are alternative solutions to any given problem depending upon the situation and the people involved
(3) to provide the opportunity to explore various alternatives to discipline problems
(4) to provide participants with a mental bank of possible actions for future reference in real situations involving discipline problems.

Components and Procedure of Simulation

The simulation consists of problem cards (see page 100), slides (see examples on page 99), criteria sheets, and decision cards. Sample solutions are presented on the backs of the problem cards. The corresponding slide for each problem card pictures the actual classroom situation in which the discipline problem occurs. Factors to be considered in disciplining students are listed on the criteria sheets. Decision cards are included for use by the participants to indicate their reactions to each solution.

In the simulation the participants take turns playing the role of the teacher in a simulated classroom situation. They are presented with a problem and must react immediately with a suggestion for disciplinary action. The other players then use the decision cards to indicate their agreement or disagreement with the solution suggested by the "teacher." Discussion follows the presentation of each problem and reaction.

Development of the Simulation

The discipline problems, typical of situations faced daily by secondary teachers, were developed by the authors from their secondary teaching experiences. To determine actions

which might be taken when the discipline problems occur, the authors conducted a study in which teacher educators, classroom teachers, graduate students, and secondary students were asked to react to written descriptions of discipline problems and alternative solutions for each problem. Each respondent chose the action she/he would take if confronted with each described discipline problem. The choices were tabulated and the five most frequently chosen actions for each problem were selected for use in the simulation.

The simulation has been used in a variety of situations in field tests at several universities. Participants in these tests reported feeling more secure in handling discipline problems after participating in the simulation, and hence judged the simulation effective.

Additional information about the discipline simulation may be obtained by writing the authors.

Problem #1

Problem #2

Problem #1

During a class activity, the teacher sees a student asleep with her head on the desk.

You are the teacher. What is your reaction?

Possible Solutions:

1. Let her sleep so that you have one less student.
*2. Talk with her at the end of the class.
3. Refer her to the counselor.
4. Wake her or have a student next to her wake her.
5. Call on her with a question.
6. Other ____________________

*Solution chosen most frequently by teachers and students.

Problem #2

Before class a young teacher is standing at her desk, a male student walks up, puts his arm around her and says, "How are you today, Sweetie?"

You are the teacher. What is your reaction?

Possible Solutions:

1. Push his arm away, tell him to sit down and get ready for class.
2. Tell him that your fiancee would not like that.
3. Report the incident to the principal.
*4. Tell the student to remove his arm and that your name is not "Sweetie."
5. Tell the student to leave and not to come back until he apologizes.
6. Other ____________________

*Solution chosen most frequently by teachers and students.

FOOD PREPARATION IN THE MIDDLE SCHOOL

Performance of Processes

Donna Sanderson
Home Economics Teacher
Middle School
Hartford, Wisconsin

Many areas of home economics teach processes, but the final *product* is often emphasized more than the process. Is it more important for a student to achieve a "standard product" or to learn how to perform a process? Producing a satisfactory product yields a one-time success but once a student learns to perform a process she/he can have success each time she/he uses the process.

The terminology and processes used in food preparation can be taught by using food process lessons. Examples of some process lessons are "How to Toss," "How to Fold," "How to Cream," "How to Scald," "How to Panfry," "How to Beat," and "How to Brown." This is an alternative to the usual standard muffins, milk cookery, egg and cheese cookery, or starch cookery.

This approach emphasizes the actual process needed in the preparation of a chosen food item. In our program, the student selects a *minimum* of one or two lessons a week from a list of twenty-five. This allows the slow learner time to complete written activities and plans for one or two lab periods. Thus, each student is working on different lessons, at different times, and for varying lengths of time. Each lesson sheet requires the student to define and paraphrase the process. A recipe is given with each lesson, and cookbooks are used to find additional recipes. This activity allows the student to discover other types of recipes which also use the same process.

The student uses slides, tapes, or textbooks to learn the process and then demonstrates to the teacher the process used in the recipe. If the skill needs improvement, guidance is given until the student is able to achieve satisfactory performance of the process. Final evaluation of the lesson stresses an oral paraphrase and a demonstration of the process by the student. The process is learned so it can be recognized and applied in new situations.

A process approach to teaching foods is compatible with individualized instruction. Both provide individual choice and direct contact with students. Response from our students and administrators has been favorable. Student evaluations indicate that the lessons are interesting. They like the freedom to "choose a variety of foods" and to "work on their own, at their own speed." At the same time, they are acquiring skills with general applicability which may be used at home or in certain job situations.

Procedure for Using a Process Lesson

The student:

1. selects a lesson.
2. completes the learning activities on the lesson sheet using the resources given for the lesson.
3. plans a market order and time schedule for making the recipe.
4. turns in the completed lesson for evaluation by the teacher (written work, market order, and time schedule).
5. schedules a lab after the previous parts of the lesson have been completed satisfactorily.
6. evaluates the *performance* of the process on a scorecard. (Example below.)
7. orally evaluates the completed lesson with the teacher.

---

5 = excellent
4 = very good; needs little guidance
3 = satisfactory; needs some guidance
2 = needs improvement; needs much guidance
1 = unsatisfactory; re-do parts of lesson

NAME ______________________________

LESSON ______________________________

I. Written assignment:	1	2	3	4	5
Did I:					
1. Make a usable work schedule	1	2	3	4	5
2. Order all supplies on the market order	1	2	3	4	5
3. Complete all learning activities	1	2	3	4	5
II. Preparation and Process:					
Did I:					
1. Use an appropriate tool for the process	1	2	3	4	5
2. Use an appropriate measuring utensil for ingredients	1	2	3	4	5
3. Correctly demonstrate the process from the lesson	1	2	3	4	5
4. Follow all steps in the recipe	1	2	3	4	5
5. Use the correct temperature	1	2	3	4	5
III. Management:					
Did I:					
1. Follow work schedule	1	2	3	4	5
2. Keep work surfaces neat as I worked	1	2	3	4	5
3. Cooperate and share equipment and supplies	1	2	3	4	5
4. Leave kitchen neat and in order	1	2	3	4	5

SOME SAMPLE LESSONS

I. HOW TO SIMMER

INTRODUCTION:
It is often desirable to *simmer* foods. If *simmered*, foods may be cooked for a longer time to bring out the flavor of the food without toughening or producing undesirable textures.

LEARNING GOALS:
From study, you should be able to *explain* orally and to *show* how to *simmer* foods.

SUGGESTED RESOURCES: (See attached Bibliography for further information.)
Carson and Ramee, *How You Plan and Prepare Meals* (McGraw-Hill, 1968), p. 456.
Barclay, *Teen Guide to Homemaking* (McGraw-Hill, 1972), p. 397.
Betty Crocker Cookbook (McGraw-Hill, 1971).
Shank, *Guide to Modern Meals* (McGraw-Hill, 1970), pp. 148; 235-237 (eggs).
NASCO, "Food Preparation Terms," Slides #20 and #21.
Sanderson, D., "How to Simmer" (tape).

INSTRUCTIONS:
To complete this lesson on how to *simmer*, *read* and *study* the definition and process for *simmer* in one of the textbooks or cookbooks listed above.

Complete *all* assignments given.

LEARNING ACTIVITIES:

_____ 1. a. *Define* in writing the term *simmer*.
b. *View* slides #20 and #21, "How to Simmer."
c. *Find* 3 recipes that ask you to *simmer* foods.
d. What types of food had to be *simmered* in the recipes you found?
e. What temperature is used to *simmer* foods? Fahrenheit_____°
Celsius_______

______ 2. If hard-cooked eggs are simmered, they will be more tender.
   a. *List* 2 other recommendations for cooking eggs.
   b. Why are these recommendations desirable when cooking eggs?
   c. *Define* in writing the term *coagulate*.

______ 3. *Find* a recipe for hard-cooked eggs, deviled eggs, or egg salad sandwiches.

PERFORMANCE TEST:

______ 4. *Demonstrate* to your teacher how to *simmer* hard-cooked eggs.

II. HOW TO SHRED

INTRODUCTION:
Many times a recipe will ask you to *shred* ingredients. Vegetables, such as potatoes, carrots, cabbage and cheese are items that are often *shredded* and added to salads and casseroles.

LEARNING GOALS:
From study, you will be able to *define shred*, and to *identify* a tool needed to *shred* ingredients.

Given a recipe, you will be able correctly to *shred* the ingredients.

SUGGESTED RESOURCES:
Carson and Ramee, *How You Plan and Prepare Meals* (McGraw-Hill, 1968), pp. 448, 376, 495.
Barclay, *Teen Guide to Homemaking* (McGraw-Hill, 1972), pp. 397, 499.
Betty Crocker Cookbook (McGraw-Hill, 1971).
Shank, *Guide to Modern Meals* (McGraw-Hill, 1970), pp. 149; 381-383.

INSTRUCTIONS:
To complete this lesson on how to *shred*, you will need to complete *all* the activities listed below.

LEARNING ACTIVITIES:
To make good coleslaw or hash-browned potatoes, you will need to study the word "shred."

______ 1. a. *Define* the term *coleslaw*.
   b. *Define* the term *shred*.

______ 2. a. *Find* 3 recipes that ask you to *shred* ingredients. *List* the names of these recipes.
   b. What ingredients would you need to *shred* in these recipes?

______ 3. a. What tools may be used to *shred* ingredients?
   b. In what direction will you *shred* the ingredients? Why?

______ 4. *Coleslaw* or *hash-browned potatoes* are recipes to use to learn how to *shred* ingredients. *Select* either recipe that is attached to this lesson.

______ 5. *Plan* a market order and time schedule for your recipe.

PERFORMANCE TEST:

______ 6. *Show* your teacher how to *shred* the ingredients for your recipe.

III. HOW TO TOSS

INTRODUCTION:
There is more to a salad than lettuce and tomato. *Tossing* a salad will help make a salad good to look at as well as good to eat.

LEARNING GOALS:
From study, you should be able to *explain* orally how to *toss* a salad. Given the ingredients, you will be able correctly to *demonstrate* how to *toss* a green salad or a fruit salad.

SUGGESTED RESOURCES:
Carson and Ramee, *How You Plan and Prepare Meals* (McGraw-Hill, 1968), p. 450.
Salad Book (Meredith Press, 1969).
Betty Crocker Cookbook (McGraw-Hill, 1971).
Barclay, *Teen Guide to Homemaking* (McGraw-Hill, 1972), p. 397.
Shank, *Guide to Modern Meals* (McGraw-Hill, 1970), pp. 386; 379-382.
NASCO, "Food Preparation Terms," Slide #31.
Sanderson, D., "How to Toss" (1 minute tape).

INSTRUCTIONS:
To complete this lesson on how to toss, *read* and *study* the definition and method of the term *toss* in a reference listed below. Complete *all* other activities given.

LEARNING ACTIVITIES:

_____ 1. a. *Define toss*, or *explain* in writing, or *sketch* how to *toss* a salad.
b. *View* slide #31 and listen to tape "How to Toss."

_____ 2. a. *Find* 4 or 5 salad recipes that ask you to *toss* ingredients. Name the recipes.
b. *Which* ingredients need to be *tossed* in your recipes?
c. *Why* are these ingredients *tossed*?
d. *When*, in the recipe, are these ingredients *tossed*?

_____ 3. What tools can be used to *toss* a salad?

_____ 4. *Select* a recipe for a *tossed* green salad or a fruit salad that is part of this lesson. Also, *select* a salad dressing recipe for either the *tossed* green salad or fruit salad.

_____ 5. *Plan* a market order and time schedule for your recipe.

PERFORMANCE TEST:

_____ 6. *Demonstrate* to your teacher how to *toss* the ingredients in your recipe.

IV. HOW TO BEAT

Note: The study guide on Quick Breads should be completed before choosing this lesson.

INTRODUCTION:
A batter that can be poured from a bowl or spoon is called a *pour* batter. "Pour batter" recipes generally ask you to *beat* ingredients. Beating adds air to the batter. The air helps to leaven or to cause the batter to rise.

An unusual example of a pour batter is popovers. They "pop up" while baking, forming crusty, hollow shells that can be filled with butter, jam, or creamed meats. To leaven popovers, the batter is *beaten.*

LEARNING GOALS:
From study, you will be able to *define* the term *beat* and *explain* how to *beat* the ingredients in a recipe.

Given equipment and ingredients, you should be able to *demonstrate* how to *beat* ingredients.

SUGGESTED RESOURCES:
Carson and Ramee, *How You Plan and Prepare Meals* (McGraw-Hill, 1968), p. 453.
Duffy, *So You're Ready to Cook* (Burgess Publishing, 1960), p. 122.
Betty Crocker Cookbook (McGraw-Hill, 1971), p. 50.
Shank, *Guide to Modern Meals* (McGraw-Hill, 1970), pp. 143-149; 497 (recipe).

LEARNING ACTIVITIES:
To make successful batters, you will need to understand these words: *beat* and *sift*.

_____ 1. a. *Define beat.*
b. *Find* 3 recipes that ask you to *beat* ingredients.
c. What ingredients do you need to *beat* in these recipes?
d. What tools can be used to *beat* the ingredients in these recipes?

_____ 2. a. *Define sift.*
b. What ingredients do you need to *sift* in these recipes?

_____ 3. What ingredient is used to make these products rise?

_____ 4. In making popovers you can learn how to *beat* ingredients. *Find* a recipe for popovers. What steps will you have to follow or remember before you prepare your popovers? (Keep these steps in mind when you plan your time schedule.)

_____ 5. *Plan* a market order and time schedule for your popover recipe.

PERFORMANCE TEST:

_____ 6. *Show* your teacher how to *beat* the ingredients when making popovers in lab.

Bibliography

Barclay, Marion, Frances Champion, Jeanne Brinkley, and Kathleen Funderburk. *Teen Guide to Homemaking* (New York: McGraw-Hill, 1972).
Better Homes and Gardens. *Salad Book* (New York: Meredith Press, 1969).
Betty Crocker Cookbook (New York: McGraw-Hill, 1971).
Betty Crocker Cake and Frosting Cookbook (New York: Golden Press).
Carson, Byrta, and Ma Rue Ramee. *How You Plan and Prepare Meals* (New York: McGraw-Hill, 1968).
Duffy, Mary. *So You're Ready to Cook* (Minneapolis, Minnesota: Burgess Publishing, 1960).
"Food Preparation Terms." NASCO slides (901 Janesville Avenue, Fort Atkinson, Wisconsin 53538).
Sanderson, Donna. "How to Simmer," "How to Toss," "How to Fold" tapes (Hartford, Wisconsin: Central Middle School, 1972).
Shank, Dorothy, Natalie Fitch, Pauline Chapman, and Mary Sickler. *Guide to Modern Meals* (New York: McGraw-Hill), 1970).

FOR WHOM DOES THE PENDULUM SWING:

SOME TEACHERS SPEAK OUT ON THE QUESTION OF EDUCATIONAL REFORM

By the Students and Instructor
of Educ. Policy Studies 304
University of Illinois Extramural
Class Taught in Decatur, IL
Fall, 1974

Walter Feinberg, Instructor
Linda K. Anderson
Phyllis C. Campbell
Janet Damery
William R. Dertes
Roger Ellis
Deborah L. Frette
Marjorie W. Helgemo
Ramona Henricks
Herbert T.J. Jackson
Nan Jones
Anne Libert
Dennis Madix
David W. Murphy
Jean Paine
Lyle Poland
Hal E. Prichard
Charles Shupe
Lynna Scherer
Judi Swift
Jo Ann Swires
Janet J. Westendorf

Just in case someone has failed to notice, the pendulum of educational reform is beginning to swing again. Whereas only a few years ago reformers were calling for schools where joy and light would mark the daily experience of every youngster, now the call is for more discipline, more rigor, and more vocational subjects. While vocational educators and home economics teachers may initially feel pleasure in the renewed recognition given to their subject matter, there are a number of dangers as well. For many who are looking to these areas as the new promised land in education are doing so not because of their educative value, but because of their potentially close relationship to manpower needs. Yet the compatibility of real education and the requirements of industry is at best tenuous, and vocational educators need to be concerned lest their role be defined from the outside.

The study that follows was an attempt by a group of teachers to isolate a few of the factors that seem to play an important role in determining the effectiveness of particular proposals for educational reform in order to shed some light on the problems that vocational educators may face as their programs become more popular. Our concern in this study was not to evaluate the educational merits of these reforms, but to try to understand some of the factors leading to their adoption or rejection. Indeed the word "reform" should not be taken too literally since it suggests an improvement of one kind or another, whereas here we are more concerned to reveal the pressures that schools experience and some of the more typical responses to them. Our procedure will be to describe briefly some reforms which most educators are familiar with, along with the responses of parents, teachers, and community people to these reforms. After this we look at some of the dynamics which help determine that a given proposal will be implemented in the school. Here we will describe some of the significant external pressures along with the response of administrators to these pressures. We will conclude this study by making some remarks about the extent to which the factors influencing reform are within the control of the classroom teacher and about the problems to be faced by the vocational educator today.

A Look at Some Recent Reforms

The New Math

In the early 1950's there was a general feeling that the teaching of mathematics had not been successful. Students' grades in math were lower than in other subjects and there was widespread dislike and dread of mathematics. Adults had not retained much of the mathematics they had learned.

Most of the groups that worked on reform seemed to center around curriculum. They felt that if the curriculum were improved then the teaching of mathematics would be improved. In 1952 one of the first groups to begin was the University of Illinois Committee on School Mathematics which was headed by Professor Max Beberman. This curriculum which was aimed at the high schools was first used experimentally in 1960. This work gradually extended its efforts to the elementary level and then began to expand to other geographical areas. The texts were eventually published in commercial form.

Several changes have been brought about in the mathematics curriculum since the advent of "modern math." Many subjects which were taught only in the college classroom are now being taught in elementary school. One example of this is the introduction of sets and set theory at all levels, including primary. Much of the complicated language has been omitted, but many of the ideas are the same. Math students today are shown that our number system is not the only one.

Not only was there a change in the content of the math curriculum, but there was also a change in many teaching methods. A major emphasis of most new math programs has been to teach children to think and reason. In most traditional math programs the emphasis was on memorizing certain basic facts. Little or no reasoning was required on the part of the student. He just had to learn it whether it made any sense to him or not. In a new math program the child is shown the reason for everything he learns, or even better, he is allowed to

discover the reason for himself. In a traditional class the teacher would ask, "Don't you remember the rule?" In a modern class the teacher would say, "Don't you see the pattern?" Looking for patterns instead of remembering rules is a basic ingredient of the new math programs.

Open Education

While the reform called the new math related primarily to the substance and the content of instruction, the concept of open education related to the setting in which instruction takes place.

Briefly, open or informal education intends to develop schools that allow children to learn in a more humane atmosphere where they are encouraged to make their own choices in learning. It is not only another approach or method to education but also includes attitudes and ideas about the nature of childhood, learning and schooling.

First, open education advocates childhood as a time to be cherished. It contends that the child should enjoy a quality school experience for its own sake, and not merely as a preparation for later life. Second, it is believed that effective learning is more likely to take place if it is initiated by the interests of the learner rather than the teacher. Third, it is felt that the teacher should serve as a facilitator and guide for the learner rather than as a dispenser of knowledge.

A number of classroom procedures have been seen as generally consistent with the principles of open education. Some of the more common ones have been an emphasis on intelligent guessing rather than getting the answer right, more flexible scheduling procedures which allow students to work at their own pace and according to their own interests, free time alternatives to the traditional study hall, the development of interest centers in the classroom, and a general de-emphasis of the more routine, mechanical and disciplinarian procedures often associated with traditional schooling.

Challenges to the Traditional Structure of Grading

Both the new math and the idea of open education place greater emphasis on individual growth than is the case with the more traditional procedures which judged achievement in terms of predetermined and more rigid goals. It is, therefore, not surprising that attempts to alter the traditional grading system often accompanied these other reforms.

The challenge to the traditional A, B, C, D, F (or some equivalent) system has been based largely upon some of the psychological literature regarding the development of a student's self-concept, or the way a child feels about himself. The general idea is that a student's intellectual growth is significantly related to whether he has a positive or a negative concept of himself or whether he feels himself to be a worthwhile person. Those who emphasize the significance of the self-concept see success as an important force in improving a negative self-concept or in maintaining an already positive one. The belief is that when a child is continually given low grades (C, D, or F) on report cards or on individual papers, his only thoughts can be those of defeat. When traditional grading systems are used, the students in a classroom are more than likely being compared to each member of that class or grade level. A child can tell by his grades if he stands at the top, middle, or bottom of his class. He immediately gets a feeling of positive or negative worth just by knowing where he stands in relationship to others in the class.

Reactions to Recent Reforms

We mentioned at the beginning of this paper that the pendulum of educational change seems to be swinging back again, and this means that the reforms described above are being challenged from a number of quarters. In order to understand this challenge we now turn our attention to the reactions of some teachers, parents and community members to the specific reforms mentioned above.

Reaction of Teachers to the New Math

Almost everyone would agree that it is good to encourage children to think and reason logically. For a child to be able to understand something he has not encountered before by applying a law or a principle he has learned previously is an important aspect of the new math. However, most people would agree that children should be able to perform the basic

computations needed in everyday life.

Our own discussions with a small number of math teachers indicate that there is some general dissatisfaction with the new math. The feeling was that while the brighter students did gain additional concepts and understanding which would aid them in college and perhaps in later life, other students were failing to learn the computational skills needed in everyday life. We do not wish to make any judgments about the merits of these feelings. It may be, for example, that the average student is developing conceptual tools which will better enable him to understand the world in which he lives, and it may also be that some of the computational problems that teachers feel the need to correct could be taken care of with the aid of a simple computational machine. However, even if this were the case, we believe that these teachers do have a point which we will address after summarizing some of the reactions to the other two reforms.

The Reaction to Open Education

In order to tap some of the parental reactions to open education, we interviewed a random sample of parents from two separate school systems. Although the time limitations of this study prohibited our sampling a large number of parents (the size of this sample was nine) we believe the responses are sufficiently suggestive to warrant further study by educational researchers.

The two communities (which we will call A and B) were selected for specific reasons—the first because it had a high school which had been gradually increasing its open education program since 1961, and the second because it had only recently initiated an open structure in the high school. Beginning with modular scheduling, community A developed a sizable independent study program, and students were allowed to use their free periods in a number of different ways. Besides the traditional study halls, the instructional materials center and the library were open to most students. The extent of the school's openness varied, depending upon the intellectual and the achievement level of the students involved. Even with its modified openness, the school proved to be too "radical" for the school board, and in 1972 the open education experiment at this high school came to an end. In community B, a limited form of open education was introduced into its high school in 1972 with the emphasis on modular scheduling and a reasonable block of unscheduled, "free" time for the students. While the two years since the implementation of the program have seen a reduction from about 50% to 30% of the students' total schedule as free time, the program is still looked upon as an open one and has considerably more flexibility than most traditional high schools.

Of the three parents interviewed in community A, two responded generally unfavorably to the way open schooling worked while one parent whose daughter had been co-valedictorian was highly favorable towards the program and strongly regretted its discontinuation. Of the two parents who reacted negatively, both felt that most students were not sufficiently mature to work in a setting that provided an abundant amount of free time. Of the six parents interviewed in community B, all expressed the opinion that the open school was not working, and the majority expressed this opinion without reservation. On the other hand, all of the parents in both communities felt that the schools should provide more vocational training for the students, a response which may possibly be accounted for by the large number of working class families in each of the systems. We will return to this point later.

The Uses of the Traditional Grading System

Proposals for the reform of the traditional grading system were made largely from the individual's point of view. The argument was that for many students the traditional grading system was damaging to their self-concept and eventually to their intellectual and emotional growth. Given the psychological evidence the argument seems plausible and the proposals certainly are worth considering seriously. However, when we turn from the individual to the social point of view, the issue becomes more complicated. We asked a number of influential people outside of the school system how they perceived grades and what the consequences of their perceptions might be. Here are two of the typical responses.

A department head of a manufacturing company says that he determines whether or not an applicant is intelligent enough to do the job in question during the preliminary interview. He is mainly interested in school records for the discipline and attendance record of the interviewee. However, he stated that he will not hire people with low grades because he feels that they show low motivation. The lack of college or advanced degrees has kept him from pro-

moting deserving people.

A senior partner in a law firm interviews only lawyers who have graduated from prestigious law schools in the upper half of their class. He does admit that the reason that his standards are high is that he has many applicants to choose from.

We do not intend that these reactions should in any way be taken as definitive arguments against any one or all of the reforms. These observations are meant rather as an exploration into some of the barriers that do exist, and some of the problems that must be faced before the full implications of any proposal for reform is understood. Having said this, we want to speculate a bit on why certain reforms take hold at certain times. In order to do this, we will briefly look at educational change from two perspectives. First, we will look at it in terms of what goes on outside of the school and second, in terms of what may be a typical pattern within the school.

The Selection of Educational Reforms

In order to get some understanding of the process of selection, we return to the new math and specifically at some reasons for its widespread adoption. Due to reasons outlined on page 106 many felt that a new curriculum in mathematics was needed. The idea was to improve the student's appreciation and understanding of mathematics and of the insights it could bring them. Although Beberman had begun his work in 1952, it was not until 1957 after the Soviet Union launched its first sputnik that many governmental agencies and foundations, out of a sense of urgency, began to loosen their purse strings and to provide training programs for teachers who were expected to bring back the new techniques to their schools. The response at this time was perhaps less to the educational requirements involved in teaching mathematics, and more to the need to train middle level scientists who would help orbit our own sputnik around the world and eventually send a man to the moon. Thus, while the reforms were publicized as being of benefit to all students, there was a more specific target population.

We want to leave open the question of the extent to which manpower considerations should determine the substance of the school curriculum, but it is important to point out that the introduction of the new math was not free of pressures arising out of manpower needs. What is of interest to us at this point is the way in which school administrators can be expected to respond to such pressures, and the degree to which we can expect them to serve as a voice for educational considerations. It is our belief that it is only by making the educational concerns as clear as possible that the school can be shielded from conforming too radically to the pressures of the moment.

Our own limited study suggests the possibility that political considerations may outweigh educational ones. We did not find any indication that the administrators involved perceived the education of the community to be part of their responsibility.

Conclusion: Some Social Factors Influencing the Acceptability of Educational Reform

One of the reasons for the seemingly erratic shifts in educational policy is the failure of reformers to take into account the kinds of pressures which many classroom teachers experience daily. For example, there are many good reasons for trying to integrate disabled children into the average classroom, but this ideal can become destructive to all concerned unless other factors are attended to. At least in the case of the disabled child many of these factors can be brought under the control of an effective teacher. She/he can assuage the parent's fear, enlist the aid of the "normal" children and generally smooth over the more obvious problems so that entering the classroom does not result in the lowering of a child's self-esteem. As difficult as this problem may be, there are others that are much more difficult for the teacher to control. Incidents of child abuse, for example, seem to be on the rise, and even though such a situation creates obvious classroom problems the causal factors are considerably beyond the control of the teacher. Indeed, as the economy slackens and parents find it more difficult to make ends meet, the incidents of child abuse will likely rise and when they do the effect will be felt in the schools. Hopefully, many of these cases can be treated by the other social agencies, but neither these agencies nor the schools can be expected to remedy any of the social and economic factors which play a significant role in determining the

number of incidents of child abuse. For this, larger social change is required.

Educators are perhaps too often reluctant to admit that the opposition to a proposed reform can issue from very real and very justified concerns. We saw, for example, that some of the challenges to the new math came because of industrial and vocational considerations. Moreover, given the positive correlation in our small sample between those who favored more vocational training and those who opposed open education, it is likely that many people also feel that the open classroom is not compatible with the employment prospects of their students. It may very well be that the new demands for proficiency in spelling and in calculating could be met with a minimum of routine drill and a reasonable expenditure of funds for dictionaries and calculating machines. However, we do not believe that such remedies really get at the problem that lies behind the retreat from the reforms of the sixties. Spelling and "the old math" represent more than just academic development. They represent rule following procedures, the kind of procedures which many parents realistically expect their children will have to conform to on the job, and this is a realistic concern since one of the strongest pressures on parents today is the financial support of a family. It would be the unusual parent who would not project this pressure onto his or her child when deliberating about the proper direction for schooling.

Certainly it should be stressed that there is a lot more to education (including vocational education) than occupational skill training. If we stress rule-following behavior too heavily, we are likely to find that the critical facilities of our population will go underdeveloped, and that this situation could undermine some of the freedoms that we value in American society. However, to fail to recognize some of the important factors determining citizens' judgments about schools is to build our reforms in the sand.

There is a strong tendency among educators to look upon such pressures as if they did not exist and to see the resistance to educational reform as a problem of recalcitrant attitudes alone. Unfortunately, it is more than that. People have to make a living and there are routine tasks that need to be performed. While one might seriously question whether such tasks are distributed equitably, nevertheless, if one does accept the way they are distributed, it is likely that segments of the school population will be subjected to the routines that some reformers abhor.

Certainly there are problematic attitudes. Lower class children come to middle class schools and perhaps too often are taught by teachers who do not really understand their needs or how to deal with them. It should go without saying that where this can be changed, it should be, and there is no doubt that improvements can be made. Books could be designed to show the experiences and the problems of the lower classes, the child could be taught how to take tests and every school could assure that children have a decent breakfast as well as a healthy lunch.

Yet, not all of the problems are just problems of attitudes. Some are imbedded deeply in the culture in which we live. For a middle class child an ad for a "Barbie Beauty Center" likely means a new addition to her toy closet. For a lower class child it may mean the resentment born from the knowledge that her family cannot afford such luxuries. When one considers all of the advertisements directed at children, the consumer mentality that is developed by the child outside of school and brought then into the school, and the resentment and alienation that can occur in a society that too often judges people by what they have rather than by what they are, then we will better understand some of the factors that shape the school, and limit the growth of children in it.

In conclusion: To recognize that there are limits imposing themselves on the school is not, of course, to excuse teachers from their primary task of education. What we hope that it can do is to identify some of the factors that can hinder the accomplishment of that task. To understand these factors should make us more sensitive to the particular areas in which the pressures are likely to be strongest. For example, given the renewed interest in vocational education today, it seems to many of us that this teacher may need to develop special sensitivities in order to assure that his/her task is governed not only by the requirements of industry, but by the educative needs of the child as well. Indeed given the many possible conflicts between these two requirements, the task of the vocational educator may be the hardest of all.

INTRODUCING THE METRIC SYSTEM TO YOUR CLASSROOM

Elaine Baldwin Parsons

Lessons I-VII of this series in *Illinois Teacher,* Vol. XVIII, No. 5 and Vol. XIX, No. 1

METRIC LESSON VIII TO INTRODUCE THE GRAM FOR MEASURING MASS (WEIGHT)

Lesson Objective

The students will demonstrate the use of the scale or balance to correctly weigh the ingredients present.

METRIC PRETEST FOR MEASURING MASS (WEIGHT)

Place a **T** for true or an **F** for false to indicate the correct answer. Check your answers with the teacher.

__ 1. The kilogram is the base unit of weight measure.
__ 2. A gram is equal to the weight of one millilitre of water.
__ 3. A kilogram is equal to 1000 grams.
__ 4. A balance is used to weigh ingredients or objects.
__ 5. A scale is useful for measuring weight in the metric system.
__ 6. In the metric system weight is measured in metres.
__ 7. It takes much longer to weigh ingredients than to measure them in the customary method.
__ 8. The symbol for gram is gm.
__ 9. Weight is referred to as mass.

Instructions:

Read the terminology and the lesson. Study them carefully. The teacher will tell you when to begin the metric activity. The terminology for this lesson is . .

g	The symbol used for gram
gram	A unit of weight measurement. One gram is equal to the weight of one millilitre of water.
kilogram	One kilogram is equal to 1000 grams. A kilogram is also equal to 2.2 pounds. It is the base unit of weight measure.
kg	The symbol used for kilogram
balance	Device to compare masses of objects (mass)
scales	Device for measuring the attraction of the earth for an object (weight)
mass	A term to designate weight

METRIC LESSON ACTIVITY VIII TO INTRODUCE THE GRAM FOR MEASURING MASS

"Patty cake, Patty cake, Baker's man. Bake a cake as fast as you can." Does it sound familiar? Of course we've all heard it, but how can we bake a cake and still have it turn out perfectly? Maybe faster than in the past. Here is a new method for measuring the recipe ingredients. Try it, it might be fun.

In this method we use the metric system of measurement for weighing, which means all weight will be referred to in **grams** or multiples of grams. No more confusing conversions between ounces and pounds. Also no more need to sift the flour or pack the brown sugar or shortening. Instead, all you have to do is to weigh the ingredients. This weight is called the **mass.** In the metric system the term mass means weight. All the ingredients can be weighed either on a scale or a balance. Your teacher will tell you whether you will be using the scale or balance for weighing in the classroom. She will demonstrate the correct use of the one you are to use. Watch carefully because scales and balances are very delicate measuring tools. Correct use is very important for accurate measuring.

MEASURING MASS (WEIGHT)

Scales and balances are used in the metric system to measure mass. The **gram** is the unit of measurement used to describe mass. A metric scale or balance weighs in grams, not pounds or ounces. The symbol for expressing the term gram is **g**.

Instructions for Part A

Read the assignment carefully before beginning. Ask your teacher for any further instructions.

1. Make a list of the equipment needed to make the measurements required. What is the total number needed? ________

2. Measure the following ingredients using standard measuring techniques.
   ½ cup sifted all-purpose flour plus one tablespoon
   ¼ teaspoon baking soda
   ½ teaspoon salt
   ¼ cup shortening, margarine or butter
   3 tablespoons brown sugar (packed)
   ⅓ cup water

3. Record the amounts of ingredients measured in column 1. Record the starting time for measuring each ingredient in column 2 and the finishing time in column 3. Record the total measuring time for each ingredient in column 4.

DATA TABLE A
CUSTOMARY METHOD OF MEASURING

1	2	3	4
Ingredients	Time	Time	Total

4. Referring to the Data Table A, what was the total time taken to measure all of the ingredients listed? ________

5. What method was used for measuring the ingredients?
____

Instructions for Part B

Follow the instructions for scale or balance use according to class demonstration for Part B of the assignment.

1. Make a list of the equipment needed to make the measurements required. What is the total number needed? __

2. Measure the following ingredients using the metric system method for measuring.

70 g	flour
2 g	baking soda
1 g	salt
40 g	brown sugar

3. Record the amounts of ingredients measured in column 1. Record the starting time for measuring each ingredient in column 2 and the completion for measuring in column 3. Record the total measuring time for each ingredient in column 4.

DATA TABLE B FOR METRIC METHOD OF MEASURING

1	2	3	4
Ingredients	Time	Time	Total

4. What was the total time taken to measure the ingredients using the metric method for measuring? ______

5. Referring to the Data Table B, what was the total time taken to measure all of the ingredients listed? ______

6. What method was used for measuring? ______

Part C: Conclusions for the Assignment

1. Record the total amount of time taken for both measuring systems.

DATA TABLE C	MEASURING SYSTEM	TIME
	1. Customary Method	
	2. Metric System	
	Difference between two times	

2. Which of the two measuring systems took less time?
______

3. Which measuring system required more equipment?
______

4. Which measuring system was easier to use? ______

METRIC POST-TEST FOR MEASURING MASS (WEIGHT)

Write the correct answer in the blank space and check your answer with the teacher.

1. The ______ is the basic unit of mass measure.

2. A ______ or ______ is used to measure mass.

3. A ______ is equal to 1000 grams.

4. A ______ is equal to the weight of one millilitre of water.

5. In measuring mass the symbol used is ______.

METRIC LESSON IX
ACTIVITY TO EMPHASIZE TIME SAVED IN USING METRIC MEASURING TECHNIQUES

Lesson Objective:

To emphasize the time saved in using the metric measuring techniques and the improved accuracy in measuring.

Student Instructions:

1. All lab kitchens or teams will count off numerically 1, 2, 3, etc.

2. Each kitchen taking an odd number will prepare chocolate chip cookies using the customary measures of dry measuring cups and measuring spoons. Follow the recipe instructions as closely as possible.

   a. List all the necessary equipment for the recipe.

   b. Make a work plan and get an O.K. on it from the teacher before proceeding.

   c. Record the starting time ______

   Record the completion time ______

   d. How many minutes did it take to wash, dry and put away the equipment used? ______

   Place cookies on a tray and label customary measuring technique.

   e. Do the cookies appear uniform in shape compared with those from the kitchens or labs using the metric measuring equipment and techniques? ______

   f. Do the cookies appear uniform in color? ______

   g. Compare the flavor, color and texture of the cookies. Record results on data table.

3. Each kitchen or lab unit taking an even number will prepare chocolate chip cookies using the metric measuring equipment and techniques.

   a. List all equipment needed for the preparation.

   b. Make a work plan and get an O.K. on it from the teacher before proceeding.

   c. Record the starting time ______

   Record the completion time ______

   d. How many minutes did it take to wash, dry and put away all the equipment? ______

   Place the cookies on a tray and label metric measuring method.

   e. Do the cookies appear uniform in shape compared with the kitchens or labs using the customary measures? ______

   f. Which cookies appear better looking? ______

CHOCOLATE CHIP COOKIES*

Customary Measure	Metric Measure	Directions
Oven: 350°F	Oven: 175°C	Preheat oven.
		Sift together and set aside:
½ c. + 1 T. (sifted)	70 g	Flour
¼ tsp.	2 g	Baking soda
¼ tsp.	1 g	Salt
		Combine and beat together until creamy:
¼ c.	45 g	Butter or vegetable shortening
3 T.	25 g	Granulated sugar
3 T. (Packed)	40 g	Brown sugar
¼ tsp.	2 ml	Vanilla
¼ tsp.	2 ml	Water
		Beat in 1 egg.
		Add flour mixture; mix well.
		Stir in:
3 oz.	75 g	Chocolate chips
¼ c.	30 g	Chopped nuts
		Drop by well-rounded "half teaspoons" onto ungreased cookie sheet. Bake 10-12 minutes or until brown. Makes 25.

*Prepared by Orange County Department of Education for C.H.E.A. participation at Metric Workshop, U.C.L.A. Extension, September 7-8, 1973. 87340

g. Compare the flavor, color and texture of the cookies and record the data

EVALUATION TABLE FOR CHOCOLATE CHIP COOKIES

	Metric Measure Technique	Customary Measure Technique
Record the total time for preparation		
Describe shape using the following terms: round, oval, irregular, long, thin, thick		
Describe texture using the following terms: soft, crisp, hard, tough, tender, lumpy		
Describe color using the following terms: golden, brown, pale, light, dark, burned		
Describe flavor in the following terms: salty, bland, sweet, even, good, bad		

4. Which method of preparation took less time? ________

5. Which cookies came out more often the same? ______

6. List two reasons why you might want to use the metric method.

7. Summary of ideas

The ______________ method of measuring resulted in saving time and energy in preparing the recipe. The ____________ method of measuring more often results in uniform products because there is less chance for error in measuring.

METRIC LESSON X
ACTIVITY TO INCREASE SKILL IN PREPARING A RECIPE USING METRIC METHODS

Lesson Objective:

To increase skill in using weighing tools.

Student Objective:

The students will prepare the Chocolate Surprise Cake using the techniques for metric measurement.

Student Instructions:

1. Each lab unit will make a list of all equipment needed for the assignment.
2. Each unit will make a list of the jobs that need to be done for preparation of the recipe.
3. Each lab unit will make a work plan on a separate sheet of paper, and get an O.K. on it from the teacher before starting the recipe.
4. Record starting time ____________________.
5. Record completion time ____________________.
6. How many minutes did the recipe preparation take?____

7. List any advantages or disadvantages in using the metric method for this recipe.

CHOCOLATE SURPRISE CAKE

200 g all-purpose flour	90 g butter, melted
225 g sugar	5 ml vanilla
15 g cocoa	15 ml vinegar
2 g salt	250 ml cold water
5 g soda	

Preheat oven to 175° C. Sift all dry ingredients together in a 21 cm square pan. Pour melted butter over dry ingredients. Combine vanilla, vinegar water. Stir into dry ingredients, mixing well. Bake for 30 minutes. Dust with powdered sugar or serve with vanilla ice cream. Serve directly from pan.

YIELD: 9 servings.

Recipe prepared by Southern California Edison Company and distributed as a public service through their Consumer Education Program. SCE August 1973.

ANSWER KEY FOR THE METRIC LESSONS

Pre-test for Metric Lesson VIII

1. True
2. True
3. True
4. True
5. True
6. False
7. False
8. False
9. True

Metric Lesson Activity VIII

Part I

1.-4. Student answers will vary with their skill and coordination.
5. Customary system

Part II

2.-3. Student answers will vary.
4. Metric system

Conclusions:

1. Answers will vary.
2. Metric System
3. Standard Method
4. Metric System

Post-test for Metric Lesson Activity VIII

1. kilogram
2. scale or balance
3. kilogram
4. gram
5. g or kg

Metric Lesson Activity IX

2. The answers will vary according to past lab experiences. The following are typical answers.

sifter	teaspoons
measuring spoons	rubber scraper
dry measuring cups	pancake turner
mixing bowl	metal spatula
wax paper	wooden spoons or mixer
cookie sheet	chef's knife

3. List of equipment needed for preparation.

wax paper	cookie sheets
scale or balance	chef's knife
spoons and rubber scraper	cutting board
wooden spoons or mixer	mixing bowl
graduated cylinder or metric measuring cup	

3. b. - g. Students answers will vary.
4. The time will vary with student skills, but the metric measuring preparation should take less time.
5. Cookies will vary with student skills, but the cookies prepared using the metric method should consistently be better. This will also vary with the accuracy of the tool used for weighing.
6. The advantages of the metric method should be:
   a. less time in preparation
   b. more efficient
   c. less utensils needed

Summary of Ideas:

7. Metric, Metric

METRIC REFERENCES AVAILABLE FOR FURTHER STUDY*

Antoine, Valerie (ed.). *Los Angeles Technograph.* News Letter of Los Angeles Chapter, Society for Technical Communication, Litton Data Systems Divisions, 14(3) (April-June, 1973).

Gilbert, Thomas F., and Marilyn B. Gilbert. *Thinking Metric.* John Wiley and Sons, Inc., 1973.

Helgren, Fred J. "Schools are Going Metric." *The Arithmetic Teacher* (April, 1973), pp. 265-267.

Hopkins, Robert A. *The International (SI) Metric System and How It Works.* Reseda, Calif.: Polymetric Services, Inc., 1973. $12.95.

Hunt, Fern E. "Food Preparation-Recipes and Their Conversion." Speech available from the American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

"Metric Units of Measure." 10th edition, Metric Association, Inc., 2004 Ash Street, Waukegan, Illinois 60085, 1972.

"Metrication for the Housewife." Metrication Department, South African Bureau of Standards, 55 Visagie Street, Pretoria, January 1971. Available from the South African Bureau of Standards, Private Bag 191, Pretoria, South Africa.

National Council of Teachers of Mathematics and American Association of School Librarians. "One to Get Ready, A Selected Bibliography on Metrication," April 1973. Available from American Association of School Librarians, 50 E. Huron, Chicago, Illinois 60611. Price: 5 per $1.

Patterson, Joyce. "Think Metric to Meet the Challenge." *Co-Ed* (September, 1972).

Ryan, Mildred C. "The Metric System and the Sew-Set." Speech available from the American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Sokol, Louis (ed.). "Metric Association News Letters." Sugarloaf Road, Salina Star Route, Boulder, Colorado 80302.

Trueblood, Cecil R. *Metric Measurement Activities and Bulletin Boards.* Dansville, New York: The Instructor Publications, Inc., 1973.

*From *SI, Systeme International, A Metric Workbook for Teachers of Consumer and Homemaking Education,* published by Orange County Department of Education, December, 1973, compiled by Carole Bielefeld, Coordinator Home Economics and Women's Occupations, Orange County Department of Education.

Vol. XIX, No. 3
January/February 1976

ILLINOIS TEACHER
OF HOME ECONOMICS

THE QUALITY OF LIFE AND HOME ECONOMICS

THE TEACHING OF FAMILY RELATIONSHIPS AND THE QUALITY OF LIFE

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Urbana, Illinois 61801

Vol. XIX, No. 3, January/February 1976. Published five times each academic year. Subscriptions $7.50 per year, $21 for three years; Canada, $8.50 per year, $24 for three years; Foreign, $10 per year, $27 for three years. Single copies $1.75. Special $5 per year for undergraduate and graduate students when ordered by teacher educator on forms available from ILLINOIS TEACHER office.

Address: ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

Telephone: 217-333-2736

Foreword

In this issue of *Illinois Teacher* we have focused on family relationships and child development and tried to relate the teaching in these areas to the quality of life. We have included informational articles and, hopefully, inspirational ones. We have shared teaching techniques from a variety of sources which might add variety and increase involvement of students in these areas (see pages 118-125, 143, 146-7).

Two authors, Bagby and Peterson, have provided some guidance in the choice of content for teaching by suggesting some basic principles in the two areas.

Teachers will find background material in the area of family relationships in articles by Beale, Cromwell, Bagby, Conley and Waters. Students will be interested in discussing many of the subjects in these articles as teachers share their reading and raise questions.

The articles by Morgan and Weigle and the reprint from *The Courier* provide child development material dealing with child abuse, teenage mothers and the cost of having a baby.

The last three articles, by Moore, Weis and Lawson, relate to self-concept, a technique to assist in evaluation, and home economics in Russia. The latter is, we hope, the beginning of a series on home economics in other countries. We invite our foreign subscribers to suggest possible sources for articles about home economics in their countries today, especially as it exists in secondary and adult education.

Finally, we are including an Index of Volumes XII to XVIII, prepared by Assistant Editor Lawson, which we think will assist readers in locating materials on subjects of interest and in deciding which back issues may be helpful in their work.

—The Editor

← ***Donna Woolcott*** and ***Royston Lawson***
Assistant Editors

Norma Huls, Publications Assistant →

Letters to the Editor

Dear Editor:

Your September-October issue of *Illinois Teacher* is excellent. I really congratulate you for the marvelous job that you and your staff do in writing the publication. Recently I did an overview of the issues of the last few years and I find that you are certainly avant garde in your ideas.

Cordially,
Dr. Mary Ruth Swope
Dean, School of Home Economics
Eastern Illinois University

Dear Editor:

. . . The *Illinois Teacher* is a journal I have long considered synonymous with excellence in Home Economics education.

Sincerely,
Dr. Nelwyn Moore
Associate Professor of Home Economics
Southwest Texas State University

Dear Editor:

When searching for reference material, we in Home Economics Education turn first to *Illinois Teacher*. We are most appreciative of your tremendous contribution to Home Economics.

I would appreciate any assistance you could give me in suggesting reference materials about resources and programs in the area of home economics for the disabled.

Sincerely,
C. Isabel Wettlaufer
Supervisor of Home Economics
Department of Education
Province of Manitoba

Dear Editor:

Just a note to tell you how much I have enjoyed the recent issues of *Illinois Teacher*.

The format is clear, neat, and easy to read. Students and staff have commented on how useful each issue has been.

Keep up the good work.

Sincerely,
Dr. Betty B. Martin
Assistant Professor
Home Economics Education
University of Missouri, Columbia

Dear Editor:

Last year the class of 26 students here at the University of Manitoba in Home Economics Education subscribed to the *Illinois Teacher* through a blanket order. Is there such an order form and rate for this year?

I wish to congratulate you on the quality of *Illinois Teacher*.

Margaret W. Campion
Assistant Professor
Home Economics Education
University of Manitoba

Why I want to teach high school home economics . . .

Gary Werner
Master's Student
Home Economics Education
University of Illinois

It has been a round about way for me to settle finally into high school home economics teaching, but the outcome promises to be one that fits in quite well and ties my background studies into an applicable form. The particular program that I am becoming involved with, Human Relations and Child Care Occupations, enables me to relay a message about areas I had previously set as my life goals for study. I feel that the various components in human relationships need to be taught to all individuals, and the schools are an excellent place in which to do so.

With the type of subject matter involved here, I foresee the vast amount of flexibility that can be exercised in sharing this information, setting up a program in which workshops, group discussions, individual and group projects, lectures, and actual experiential situations are integrated as the student learns about one's critical life stages and their components. This independence in program development and the practicality of the information help to generate a great deal of attractiveness to this area for me, as I believe it will for future students involved in the area.

I have come to the home economics department with a broad background in psychology, with specific interest in the functioning of human relationships, and now what I hope to do is expand in the areas relevant to the family's functioning in everyday life. Nutrition, home management, and economics are just some of the ares in which I want a better understanding, so that when I begin high school teaching, I shall be able to present a well-rounded program in which my interests in psychology can be applied in these areas of one's everyday experiences.

Thus it is home economics that enables me to put to use all the various aspects of my background and interests into usable form, a form which can be extremely useful for those who come in contact with it, and one in which I see a great need at the present time.

Correction for Volume XVIII, No. 5

The information and drawings on pages 326-330 and page 335 of Vol. XVIII, No. 5, should have been credited to Valerie Antoine, Vice President, U.S. Metric Association. We regret that the credits were omitted when the materials were published.

THE TEACHING of FAMILY RELATIONSHIPS and the QUALITY OF LIFE

Hazel Taylor Spitze

How does home economics contribute to the quality of life of those whose profession it is and those whose lives they touch? Perhaps one of the first factors one might think of in the quality of life is health. Nutrition and sanitation are among those contributions of home economics to physical health, and since mental health is so all-pervasive, the contributions to it are many and varied. A study of home economics can help us to be employable, to enjoy our environment, to create beauty, to be more financially secure through greater consumer understanding, to enhance our self-concept as we enjoy learning, improve our appearance with becoming dress, and develop ability to interact with others in satisfying ways.

Helping students with personal relationships—with family, friends, teachers, employers, peers, and younger or older persons—may be the greatest contribution the home economics teacher can make. Without satisfying human relationships, without people to share our lives, the other factors in the quality of life may not seem very important.

If the teacher him/herself has warm, positive relationships with a spouse, or children, parents, other kin, or close friends, s/he has a good foundation from which to teach. Without such supportive ties, it may be more difficult, but there are principles of human relationships which s/he can understand and teach nevertheless.

Examples of these principles are given in articles by Bagby and Peterson on pages 126 to 129. A principle, as we are using the term, is a general factual statement of relationship between concepts.

Those mentioned by Bagby and Peterson, and other basic principles in the area of human relationships, can provide the content for the unit or course in family relationships and help us meet objectives such as helping students to:

(1) understand themselves
(2) develop a positive self-concept
(3) maintain satisfying interpersonal relationships within their present family
(4) prepare for satisfying relationships in a future family
(5) become self-actualized
(6) understand how they can help others to become self-actualized.

Planning a unit with such a base may result in something very different from the all-too-common one in which the central focus is on preparing for the wedding. One of the criteria to use in determining which content to teach when we are short of time and have to make choices is whether the students will have other opportunities outside of school to learn it. Certainly, there are many such opportunities to learn how to plan a wedding. Bridal consultants, counselors, clergy, friends, relatives, and even magazines, offer such information. Etiquette and customs about clothing, the wedding party, gifts, etc., etc. may be less important than whether the couple know each other well enough, whether they have compatible values, whether they have an understanding that life is not all roses, whether their expectations of each other and of marriage is unrealistic, and whether they have creative ways to solve conflict. Time spent in school on these questions may have far greater pay-off than time spent planning the wedding.

It has even been suggested that family life education can promote mental health. A program in Manhattan, Kansas, has this as its major goal with mental health defined as "the ability to meet the demands of living on the basis of acceptance of self and understanding and skill in interpersonal relations." Stressing **education** rather than therapy, the program focuses not on being **against** mental illness but **for** mental health. Mentally healthy families are helped to more mature achievements as they learn to understand and use practical tech-

niques of individual, family, and social living.[1] Some of the services, provided to this community through the tax-supported Guidance Center, can also be provided in schools if discussions in family living classes have similar goals.

Achieving success in marriage, the most complex of human relationships over an entire lifetime, is the most challenging task any person ever faces, according to Dr. David Reuben, author of *Everything You Always Wanted to Know about Sex But Were Afraid to Ask.* If home economics teachers can help their students of both sexes to prepare for this challenge, they will be making a great contribution to society as well as to the individuals in their classes.

In a satirical essay reprinted from the *United Methodists Today* magazine in *The National Observer* (Nov. 9, 1974), Rev. Roy C. DeLamotte speaks of "wedlock with a spare key" and describes a "made-for-today situational wedding ceremony that puts elastic in the bonds of matrimony." The humor in this satire makes some strong points about marital commitments and could spark interesting discussion in a family living class.

Another discussion starter is contained in the following quote from the speech Dr. Norejane Hendrickson made when accepting the presidency of Omicron Nu.[2]

> . . . My third goal relates to the future. (The ideas of Tagore, Selye and also the philosophical ones which follow were adapted from sayings in *The Reader's Digest* 1974-75 Calendar.) I should like to begin by talking about a violin string—the violin string which Sir Rabindranath Tagore, Nobel Prize-winning poet, talked about and discussed in terms of freedom. If one puts a violin string on the table and twists one end, it responds, it is free. But it is not free to do what it is supposed to do—to produce music. If you take the violin string and put it on the violin, and tighten it to the appropriate tightness, only then is it free to be a violin string. My own belief is that if you tightened it too tight it would break and again would not be free to produce music. In applying this to people, we are free when our lives are uncommitted—but we are not free to be what we were intended to be or prepared to be and have the potential to be. Tagore says real freedom is not freedom *from* responsibility but freedom *for* it.
>
> In relation to the above, Dr. Hans Selye has stated that every person has an individual stress level at which that person's mind and body functions more efficiently. If one is forced from this natural baseline, one may suffer ill effects. In other words, it is just as harmful to restrain a naturally active energetic person from going at his own intense pace as it is to drive a passive, simple, slow moving individual to attempt peak accomplishment. Our culture has never really accepted individual differences in the work world, yet to be too free or too taut does not allow us to be optimum for our freedom for responsibility. Let us become aware of individual differences, and individual accomplishments.

Freedom, another aspect of the quality of life, is intimately related to how people get along together, whether in families or in other situations. Analogies like the violin string may help the teacher to make some of the connections clearer.

Another way in which home economics teachers could help people of widely varying ages to understand each other better and to meet each other's needs is by sponsoring projects, in classes or FHA chapters, which offer opportunities for the generations to meet. An example is the "adopted grandparents" program in which children and youth volunteer to visit regularly some elderly person, usually in a nursing home. With so many children today separated by hundreds of miles from their grandparents, such contact with substitute grandparents can be highly beneficial for all concerned.

Teachers often feel that variety is needed in the approaches used in family living classes and that lectures, recitations, and films are not enough. Sometimes a new stimulus for discussion can add interest and change the direction for a class that seems to be in a rut. Perhaps the teaching techniques that follow may offer the needed help and save some time for busy teachers.

Some Teaching Techniques in Family Relationships

Dramatizations

A pantomime of a family interaction, either a quarrel or something very happy, could be portrayed and the class guess what had happened and analyze the emotions being shown.

---

[1]Darrell Spoon and Jack Southwick, "Promoting Mental Health Through Family Life Education," *The Family Coordinator*, July 1972, pp. 279-290.

[2]*Omicron Nu Newsletter*, September 1975, p. 2. Editor Mary Beth Kuester, P.O. Box 507, Madison, Wis. 53701.

Role playing is often effective to allow a person to see how it feels to be in the shoes of another or to be in a situation that is new or problematic. Example: Male student role plays wife who has been home all day with a crying baby and female student the husband coming home from work tired.

Skits, from published sources or written by teacher or students, can express situations that lead to new understandings.

Reading and analyzing plays, novels, short stories, and biographies can sometimes improve interpersonal relations, especially if students can see themselves in some of the characters.

Discussion[3]

Once a "discussable subject" has been identified and the learning climate created by warm relationships and an adequate physical setting which includes discussants facing each other in a comfortable situation, the teacher can facilitate productive discussion by asking appropriate questions. Perhaps some of the following may be useful:

(1) What effect do decisions about the use of family income have on family relationships? Who should make the decisions? How will the chilren feel if they are forced to use their earnings to help buy groceries? How would their feelings be different if they voluntarily bought groceries for the family with some of their earnings?
(2) What effect on spouse relationships is the birth of the first child likely to have?
(3) What effect on spouse relationships is likely to occur if either husband or wife engages in extramarital flirtations or affairs?
(4) What are some possible responses of a spouse when the other one abuses the children? Or drinks to excess? Or is a "spendthrift"?
(5) How should a spouse respond if the other one never seems to have time for him/her? Or if he/she has no interest in sex?
(6) What is likely to happen if one spouse is a smoker (or is obese or is excessively neat and clean about the house) and the other is much opposed to this behavior?
(7) What is likely to be the effect on spouse relationships if the husband has considerably more formal education? Or if the wife is considerably more intelligent?
(8) What are the advantages and disadvantages of three generations living together?
(9) What might be the benefits and problems of several nuclear families sharing a household?
(10) What are some possible causes of child neglect? Some remedies? Does society have a responsibility?

Interviews

Each student could interview a specified number of people asking specified questions such as some of the above or others determined by the class and then share findings, keeping interviewees anonymous but reporting information about them such as approximate age, sex, or marital status.

The people to be interviewed could be left completely to the student or there could be specifications about certain characteristics; for example, the assignment could be to interview two married women (or men or couples) under 23, two who had been married 15 to 25 years, and two who had been married over 40 years. Another student could interview two never-marrieds over 35, two divorced women, and two divorced men, while another interviewed widowed men and women of different ages.

The interviews might be focused on a question like What do you feel to be the most serious problem areas in today's families

(a) between husband and wife,
(b) between parent and child,
(c) between parent and adolescent, or
(d) between young and old?

Students might benefit from having some type of interview schedule on which they would record information about the interviewee and notes from the interview. It might save time

---

[3] See Connie Sasse, "Discussion: An Oft-Abused Potential for Learning," *Illinois Teacher*, Vol. XVI, No. 4, March/April 1973, pp. 301-309.

Also Hazel Taylor Spitze, *Choosing Techniques for Teaching and Learning*, Washington: Home Economics Education Association, 1970, pp. 26-28.

and also remind the student to secure certain information and to say certain things to the interviewee, for example, to begin the interview with the statement: Your name is not on this sheet and will never be mentioned in connection with this interview but your answers to some questions will help our class in family living to learn more about . . . etc.

Simulations

Students could simulate a law-making body in a new country and write a set of laws regulating marriage and then compare the results with actual laws in their state. If hints were needed to get the "legislature" going, questions might be posed such as: Who should be permitted to marry? How should marriages be performed and by whom? How should marriages be permitted to dissolve? How are children to be provided for? What responsibilities do marital partners have to each other? If responsibilities are not carried out, how are they to be punished?

Students could simulate a couple about to be married and write a marriage ceremony which they think would pronounce the vows they would wish to make to a marital partner. Compare with actual ceremonies from various sources.

Students could write a marriage contract that could serve as a legal document, specifying duration, renewability, financial agreements, or whatever they felt should be included. If a lawyer could be invited to review their work and comment upon its "legality" and the relation between it and actual conditions in the state, it would add interest and understanding.

Opinionnaires

Having to express an opinion often causes students to think. The opinionnaire below is merely suggestive of the idea and may be used, altered, or added to as needed when the objective is to focus attention on *the use of time and its effect on family relationships.* Students could be encouraged to add other items and express further opinions. This could serve as stimulation for discussion, or if completely individual work is desired, space could be left between the items for students to answer: Why do you think this way? Or, if more information is necessary in order for you to have an opinion, what is needed? And at the end: What general conclusion can you draw from the above?

What Do *You* Think?

In the blank at the left of each statement write

+ if you think this will have a positive effect on family relationships,
— if you think this will have a negative effect on family relationships, or
O if you think it will have no effect on family relationships.

____ 1. Father spends a lot of time cooking for the family.
____ 2. Son takes care of little sister after school while both parents are at work.
____ 3. Daughter plays loud records in the living room most evenings.
____ 4. Child demands to watch TV many hours each day.
____ 5. Father (or mother) is so interested and involved in his (her) work that he (she) has almost no time with the children.
____ 6. Mother enjoys playing piano for family.
____ 7. Father paints the house on weekends and family uses money saved to plan a trip together.
____ 8. Mother (or father) spends at least 30 minutes each day alone with each child talking, listening, and engaging in activities of mutual interest.
____ 9. Mother lies in bed reading novels and eating chocolates a great deal.
____ 10. Father takes care of the yard and teaches the children how to do it.
____ 11. Mother sews for the family as a hobby.
____ 12. Daughter spends Saturdays taking care of elderly grandmother.
____ 13. Son gardens as a hobby and provides vegetables for family.
____ 14. Father spends most evenings "with the boys" at the tavern or playing poker.
____ 15. Child keeps grandfather company when rest of family is out.
Etc.

Another example of an opinionnaire which might be used to initiate discussion on *how sexism affects family relationships* follows.

Any Sexists in the Family?

In the blank at the left of each statement write

+ if the statement shows absence of sexism (i.e., attitudes that one sex is superior),
— if the statement indicates sexism which might hinder good family or spouse relationships, or
O if you think there is no effect either way.

____ 1. Mother expects father to do all the spanking of the children.
____ 2. Wife expects husband to be the total "provider" and refuses to help earn family income.
____ 3. Husband refuses to do "women's work" around the house.
____ 4. Father tells son to open door for mother.
____ 5. Son refuses to wash dishes and says daughter should do it.
____ 6. Husband objects if other men show attention to wife but engages in flirtations with other women.
____ 7. Husband decides he should handle all of the family's finances.
____ 8. Wife expects husband to do all house and car maintenance.
____ 9. Wife comments that husband is not very big and strong.
____ 10. Wife expects husband to make all decisions about use of money.
____ 11. Father criticizes daughter for wishing to participate in athletics.
____ 12. Mother tells daughter it's not "ladylike" to use four-letter words.
____ 13. Parents are critical of daughter's desire to be a lawyer (or son's desire to be a nurse).
____ 14. Father comments that daughter is pretty.
____ 15. Mother comments that daughter is not expected to make good grades in math.
Etc.

Other (Some effective techniques don't have a name—yet!)

In a completely private way, students could be asked to respond in writing to the following questions and assured that no one, not even the teacher, would ever see what they wrote unless they wished to share it with someone some time. By so doing, they would be forced to think about some matters which they might not think about otherwise.

(a) What have you done in the past week (or month) which makes it clearer to some member of your family that you love him/her?
(b) What has some specified member of your family done in the past week which makes it clearer to you that s/he loves you?
(c) What has your family done together in the past week?
(d) What have you and one other member of your family done together in the past week?
(e) What have you seen one member of your family do (or say) for another member (not you) which shows love and consideration during the past week?
(f) What would you like for your family, or some part of it, to do that it is not now doing?
(g) What have you observed in some other family that shows love and affection among its members?
(h) The last time someone in your family had a disagreement with another member, how was it settled?
(i) List some ways in which you think family members can show that they have love and respect for each other.

This activity might last five minutes or twenty (with one or several questions), according to the students involved, and probably should be terminated without comment and another activity initiated.

AN ACTIVITY FOR EXPLORING MARITAL EXPECTATIONS

William G. Saur
Home and Family Life
Florida State University

Many high school family life education textbooks address the issue of marital expectations in their discussions of mate selection. One aspect of this topic is expectations concerning the personal and social characteristics of a spouse. Adolescents seem to have some notions regarding the qualities preferred in a future marital partner, whether marriage is an immediate goal or just a distant possibility. The following activity allows individuals to explore their own values, attitudes and emotions concerning attributes of a husband or a wife. The first part emphasizes awareness through participation in an auction game and the second part emphasizes understanding through a focused discussion. The entire experience usually involves about one hour and may be divided into two different time periods. The activity seems particularly useful when integrated into a teaching unit on marital expectations or mate selection.

The items below are some suggestions for a list of husband/wife qualities to be used in the auction game. Since these are only possibilities, items may be added, deleted, or modified to meet particular needs.

A person who will . . .

be honest and truthful
enjoy being with people
be of the same educational background
care about me
want to have children
share household jobs and tasks
seek adventure
have the same goals in life as I
love me for the rest of my life
enjoy sex on a regular and frequent basis
be of the same religious background
be affectionate
make decisions
earn good money
be physically attractive
be even tempered
be dependable
make me feel important
be sexually faithful
want me to grow as a person
not be possessive
support my ideas
get along with my family

The beginning section of the activity uses the popular auction game. If more than twelve people are participating, division into smaller groups may be considered. Distribute to each person a copy of a list of husband/wife qualities. It should be emphasized that the list does not contain all the possible qualities and not necessarily the most important qualities, but rather a variety. In this game everyone playing has exactly $1,000 to spend with each person keeping track of how much they spend and what they buy. The players bid against each other to buy the husband/wife qualities they want. It is assumed that an attribute does not exist for an individual unless he or she buys it. One person in each group who may also bid as a participant would serve as an auctioneer. The items are placed for bid one at a time. Bidding is in $5 increments and the qualities are sold to the highest bidder. After all the items are sold, have all the participants identify: (1) the husband/wife qualities that they bought, (2) the amount of "money" that they paid for them, and (3) the qualities that they wanted to buy, but did not. At this time, have the members of the group suggest husband/wife qualities they desire that were not on the list. The focus of this part of the activity is to increase an individual's awareness of their preferences and expectations concerning characteristics of the marital partner.

Reprinted with permission of author and publisher from *The Family Coordinator*, July 1975.

The next section of the experience involves a discussion concerning the meaning of spouse preferences for individuals. The conversation might focus on several objectives. These include encouraging the individuals to understand and evaluate their values, attitudes, and emotions related to expectations of marital partner characteristics and to consider the implications and alternatives to preferences.

In such a discussion, identifying the most popular or "best" responses is rarely helpful. An encouragement of empathy and appreciation of others' beliefs, opinions, and feelings is more productive.

Below are some suggested questions for focusing the discussion toward these objectives. They may be modified to meet particular situations or alternate objectives.

What qualities or characteristics of a spouse are most important for you?

Why are these particular qualities important for you?

What aspects of your experiences influence your preferences of attributes of a marital partner? (You may want to consider your needs and motives, past experiences, culture, parents, peers, knowledge of self, and life goals.)

What are the possible future implications of your preferences?

Do your preferences or expectations seem reasonable and appropriate?

Do you really want these qualities?

Do you want to change any values, attitudes, or feelings concerning your expectations of qualities in a spouse?

It is hoped that through involvement in this activity individuals will begin to develop an awareness and an understanding of one aspect of their own personal marital expectations. In general, high school students experiencing this activity have become enthusiastic and critical participants in a didactic unit on marital expectations and on mate selection.

COMMENTARIES on LOVE AND MARRIAGE: A Teaching Technique

James Braden
Seattle, Washington

Everyone has an opinion about love and marriage. This covers a wide range of possibilities. Helpful advice can be found by looking in the nearest newspaper, listening to a radio station, or talking with the neighborhood sage. It can also be sought by reading any number of books and articles on ways to have a happy marriage (or love live, or sex life). None of this concern about love and marriage is really new; talking about the subject has been a popular past-time for thousands of years and was probably just as popular before written records appeared.

The quotes below, from the thoughts of philosophers, historians, and writers throughout time, can make excellent discussion starters and topics for buzz groups, or serve as themes for written essays. A teacher could write one or more quotes on the chalkboard, then through an inquiry-like teaching approach (What was the author trying to say in this line? Does this word mean the same thing today?), stimulate his/her class to question the bias of the author, the total message expressed, and perhaps even discover insights into the cultural values influencing the author when the quote was written.

The numbers following each quote indicate the reference source and page number from which the lines were taken.

Therefore shall a man leave his father and his mother, and shall cleave unto his wife: And they shall be one flesh. (Old Testament: Genesis ii, 24) 1, p. 5

If you would marry wisely, marry your equal.
(Ovid, Heroides, Epis. ix, line 32) 3, p. 1267

There is no more lovely, friendly and charming relationship, communion, or company than a good marriage. (Martin Luther, 1483-1546) 1, p. 179

It [marriage] happens as with cages: The birds without despair to get in, and those within despair of getting out. (Montaigne, 1533-1592) 1, p. 190

Of all actions of a man's life, his marriage does least concern other people; yet of all actions of our life, 'tis most meddled with by other people.
(John Selden, 1584-1654, Table-Talk: Marriage) 3, p. 1264

Love never dies of starvation, but often of indigestion.
(Ninon De L' Enclos, 1620-1705, "L' Esprit des Autres") 3, p. 1201

Marriage with peace is this world's Paradise; With strife, this world's Purgatory.
(Author Unknown, Politeuphuia, p. 227, 1669) 3, p. 1263

Marry'd in haste, we may repent at leisure. (William Congreve, 1670-1729) 1, p. 391

Keep your eyes wide open before marriage, half shut afterwards.
(Benjamin Franklin, 1706-1790) 1, p. 422

Where there's marriage without love, there will be love without marriage.
(Benjamin Franklin, 1706-1790) 1, p. 421

Marriage has many pains, but celibacy has no pleasures.
(Samuel Johnson, 1709-1784) 1, p. 428

He is happiest, be he king or peasant, who finds peace in his home.
(Goethe, 1749-1832) 2, p. 324

Mr. Braden, at the time this was prepared, was on a temporary appointment with the Division of Home Economics Education, University of Illinois.

Marriage resembles a pair of shears, so joined that they can not be separated; often moving in opposite directions, yet always punishing anyone who comes between them.
(Sydney Smith, 1771-1845) 1, p. 523

Wel-married, a man is winged: il-matched, he is shackled.
(Henry Ward Beecher, 1813-1887) 3, p. 1263

Marriage is like life in this—that it is a field of battle, and not a bed of roses.
(Robert Louis Stevenson, 1830-1894) 1, p. 822

Marriage, a community consisting of a master, a mistress, and two slaves, making in all, two. (Ambrose Bierce, 1842-1914) 1, p. 792

Marriage is popular because it combines the maximum of temptation with the maximum of opportunity. (George Bernard Shaw, 1856-1950) 1, p. 837

A good marriage is that in which each appoints the other guardian of his solitude.
(Rainer Maria Rilke, 1875-1926) 1, p. 938

Seldom, or perhaps never, does a marriage develop into an individual relationship smoothly and without crises; there is no coming to consciousness without pain.
(Carl Gustav Jung, 1875-1961) 1, p. 935

It is not marriage that fails; it is people that fail. All that marriage does is to show people up. (Harry Emerson Fosdick, Born 1878) 3, p. 1263

Marriage is that relation between man and woman in which the independence is equal, the dependence mutual, and the obligation reciprocal.
(Louis Kaufman Anspacher, 1878-1947) 1, p. 943

Marriage is a lottery, but you can't tear up your ticket if you lose.
(F. M. Knowles, A Cheerful Yearbook) 3, p. 1262

When the satisfaction or the security of another person becomes as significant to one as is one's own security, then the state of love exists. (Harry Stack Sullivan, 1974) 2, p. 66

The affirmation of one's own life, happiness, growth, and freedom is rooted in one's capacity to love. . . . If an individual is able to love productively he loves himself too. . . . Selfishness and self-love, far from being identical, are actually opposites. . . . The selfish person does not love himself too much but too little, in fact he hates himself.
(Erich Fromm, 1947, *Man For Himself*) 2, p. 67

Care and responsibility denote that love is an activity, not a passion . . . the essence of love is to labor for something, to make something grow. . . . Love is the expression of intimacy between two human beings under the condition of the preservation of each other's integrity. (Erich Fromm, 1947, *Man For Himself*) 2, p. 66

The love of a person implies not the possession of that person but the affirmation of that person. It means granting him gladly the full right to his unique humanhood. One does not truly love a person and yet seek to enslave him—by law, or by bonds of dependence and possessiveness. (Harry Overstreet, 1949, *The Mature Mind*) 2, p. 66

Marriage is a socially legitimate sexual union, begun with a public announcement and undertaken with some idea of permanence; it is assumed with a more or less explicit marriage contract, which spells out reciprocal rights and obligations between spouses, and between the spouses and their future children. (William Stephens, 1963) 2, p. 205

Human beings do not obtain permanent possession of each other when they marry. All they obtain is the right to work at the job of holding on to each other.
(Jerome Weidman) 2, p. 202

References

1. Bartlett, John. *Familiar Quotations.* Edited by Emily Morison Beck. 14th ed. Boston: Little, Brown and Company, 1968.
2. Saxton, Lloyd, ed. *The Individual, Marriage and The Family; Current Perspectives.* Belmont, Calif.: Wadsworth Publishing Co., 1970.
3. Stevenson, Burton, ed. *The Home Book of Quotations.* 10th ed. New York: Dodd, Mead and Company, 1967.

CONTENT IN FAMILY LIVING COURSES

Mrs. Beatrice H. Bagby
Child and Family Specialist
Cooperative Extension Service
University of Illinois

The transfer of learnings from classroom teaching about family life to living within a family is more likely to result when students are guided to form generalizations. Specifics may change, but generalizations are more lasting in both value and meaning. Generalizations can help a person connect, explain, and identify facts and predict what may happen next. Instead of isolated facts, a person has big ideas to remember and to relate to real family living situations.

Following are a series of generalizations or principles which could be taught during high school family living courses. This list is not meant to be exhaustive but simply as a stimulator of ideas for teaching.

The teacher, whether in a school or non-school setting, can help the learner to develop the broad principles by providing facts from which the conclusions can be drawn and by asking appropriate questions.

Personal Development

As one gains a better understanding of oneself, a better understanding of others is also acquired.

If one has the freedom to choose between alternative decisions, attitudes, or responses to situations or people, one can grow in control over oneself and situations.

If a person is to have inner strength and courage to act in situations, s/he must first find a sense of worth and confidence within self.

If certain times or happenings within a person's day are identified as important and are carefully used, the direction and quality of all others can be improved.

Interpersonal Relationships

When there is a breakdown in communication between people, it is often the result of differences of interpretation between the person sending the message and the one receiving the message.

If a person actively watches, asks for and gives feedback while communicating with another, more effective communication is likely.

If a person wishes to influence another, the example being communicated is important.

Knowing another person's own unique situation and feelings helps one to understand him or her.

Marriage

If a couple looks upon the marriage ceremony as a continuation rather than the end of courtship, then the loyalty, self-control and courtesy of the dating days will contribute to the continuing development of their relationship.

Since faulty communication between spouses often results in conflict, trying to improve skills for clearly communicating feelings, positive messages and concern for the other person can result in less conflict.

If spouses continually renew their commitment to the things that unite them, differences may be subordinated even if not ignored.

When role expectations of a spouse are not met, disappointment, confusion, conflict and poor adjustment may result.

Parent/Child Relationships

Because of a near monopoly of the small child's time and attention, parents are constantly teaching the child, whether consciously or unconsciously, both positive and negative behavior.

Awareness of how quickly children adopt parental habits, traits, attitudes and beliefs may affect parents' conscious efforts in considering the types of examples being set.

If discipline is based simply on the mood of the moment, prediction of behavior is difficult or impossible.

Family Relationships

If parents consider their home and family important, they will strive to create opportunities to build meaningful relationships between themselves and each of their children.

If parents consider maintenance of the family as important, continued effort will be maintained at every stage of the family life cycle to develop love, harmony, solidarity, and strength for meeting difficulties.

Sharing both work and fun helps family members to appreciate each other more fully.

If families recognize that the management of crises affects personality development, they are more likely to put forth conscious effort to make their crises opportunities for growth.

TWO FILMSTRIPS

WHAT IS MARRIAGE?

THE FUTURE OF THE FAMILY

These color filmstrips, with audio on records or cassettes, produced by Guidance Associates (Pleasantville, NY 10570), are available with Discussion Guides for Teachers for $48.50 each.

The first title consists of 2 filmstrips of 71 frames each (10 and 11 minutes) and 2 twelve-inch LP records or 2 cassettes. Copyright is 1971.

The second title also consists of 2 filmstrips of 71 and 67 frames (each 10 minutes) and 2 records or cassettes. Copyright is 1972.

Both take a positive view of traditional marriage and family but include recognition of alternatives to both which have rewards for some people. Authorities, e.g., Margaret Mead, are quoted and problems such as overpopulation, the isolation of the nuclear family, and the strains of child rearing are considered. The functions of the family are analyzed to some extent and the function of emotional support and affection is given prominence.

Teachers in high school and adult education (including young marrieds, parent groups, unmarried, or even older adults) should find these materials very useful in providing information and stimulating discussion.

Some Basic Principles of Child Development

There was a child went forth every day,
And the first object he look'd upon, that object
he became,
And that object became part of him for the
day or a certain part of the day,
Or for many years or stretching cycles of years.
—Walt Whitman

Sally Peterson
Visiting Instructor, Child Development Laboratory, School of Human Resources and Family Studies, University of Illinois

That provocative thought defines the responsibility caregivers for young children must realize. The responsibilities include concern for the provision of an environment that fosters optimal physical, intellectual, emotional and social growth.

The following principles are not intended to be an all-inclusive list of concerns, but rather stepping stones in a pathway toward a better understanding of the child's world. It is intended that the principles outline some of the important elements in the world of the growing child and provoke thoughtful affective actions and behaviors from those who care for the child.*

A person's basic intelligence is determined mainly by three factors: heredity, pre-natal care, and environment.

Although the genes define the limits of intellectual ability of a person, the nutritional patterns and the physical condition of the mother during pregnancy and the birth process play equally important roles. Another important factor is the learning environment provided for the growing infant and child.

The type of learning environment provided for the child during the development of locomotor ability (walking) is a determinant of the child's development of curiosity.

If an environment is "child-safe" and stimulating, and the child is permitted to explore the environment, his natural curiosity is encouraged and enhanced. If the child is restricted, confined and prohibited from exploration, the curiosity is stifled.

In the early years of development, the child learns about the world through the senses (sensori-motor development): tasting, seeing, hearing, touching, smelling.

If during the years of sensori-motor development, the child is allowed to use these senses, his/her learning and development will be enhanced. The first learning a child experiences is through the sense of taste. He then progresses through the development of the other senses, to define and understand the world in which he lives.

An environment that is safe and hazard-free and that provides reasonable *rules* of safe conduct, is one the child can understand and use to promote his/her development.

If the prohibitive "no-no's" are few, the child is able to explore his/her environment discriminantly and without inhibitions. The child depends upon the adults in his/her world to limit the hazardous environment to a level that s/he can manage and understand.

The planned environment for a child that provides opportunities for gross motor development and fine motor development affords opportunities for the child to develop physically.

When the child has opportunities to creep and crawl, and then to talk, run and climb, he develops his large muscles. Opportunities to work with child-safe tools and toys develop fine or small muscles.

The optimum development of language in a child requires practice and conversation.

Language development is facilitated when the child is spoken to directly, involved in conversation, interacted with on a one-to-one basis, and encouraged to verbally interpret his world.

The manner in which direction and guidance is given, verbally and non-verbally, to a child affects the child's behavior.

When instructions are given in positive, simple, and direct ways, the child can

*This list was compiled with the cooperation and collaboration of undergraduate students in the Child Development Laboratory at the University of Illinois.

understand the message he hears, and can act as directed. When he hears "don'ts," i.e., negative messages, he hears a prohibition of action, but not a directive for acceptable behavior.

The ways in which significant adults in a child's world interact with him determine his patterns of interaction.

When a child is asked to do things with such words as "please," rewarded with such words as "thank-you," and respected with such words as "excuse me," he will imitate this behavior and it will become his code of social interaction. Respect for others comes from being respected.

Acceptable social behavior of a child results from positive reinforcing that produces a feeling of self-worth and acceptance by those people he trusts.

The development of acceptable social skills that enable the child to gain acceptance by his peers, siblings and significant adults results in his receiving feed-back from them that he is a worthwhile person.

The physical well-being of the child depends, among other things, on kinds and amounts of nutrition provided.

Milk is one of the most nutritive of foods, but excessive amounts may lead to exclusion of other necessary foods. Eating empty calorie foods such as soda pop and candy may interfere with intake of foods with higher nutrient density.

The kind and amount of food intake in a child's early years set the pattern for consumption of food throughout his life.

Excessive fat cells may develop in infancy if a child is overfed. The pattern of food indulgence is determined by the provision of food by the caregivers. If food is used as a reward, rather than as a provision of basic needs, then excessive psychological dependence on food may develop.

The progression of development from dependency to autonomy requires acquisition of skills that result from the opportunity to practice them.

If an infant or young child is not encouraged to learn to do things for himself, he cannot progress normally to an autonomous and independent person. If the caregiver provides the opportunity for the child to learn to feed himself in spite of the mess that occurs, to dress himself regardless of the length of time it takes, and to learn personal hygiene without losing patience with many necessary reminders, the child is aided in learning these necessary skills.

The child learns social awareness and concern for others after he has progressed from the stage of dependency to the stage of being independent.

The ways in which the caregiver encourages autonomy will determine the methods the child will use to show concern for others and to care about things in his environment.

Creative and/or aesthetic development for the child grow from the opportunities given him to experiment with and to manipulate as many and varied art media as his skills permit.

When adults know the abilities of a child at each stage of growth they can provide appropriate opportunities and materials for him to use. Ready made patterns and adult standards for products can inhibit the growth and development of the child's creative ability. Adult evaluation of the product of the child's artistic endeavors may hinder his/her acquisition of the processes of developing creative skills.

As a child is learning about the world he lives in there will be certain elements in it that will be frightening to him.

Falling, strangers, animals, loud noises, darkness, fire and water are among a child's natural fears. They are threats to the safety of the person. The child who has the assurance that there are certain things he can do and cannot do to alleviate the threats is better able to cope and to understand the cause of the frightening experience. Shaming the child does not take away the fear.

Aggressive behavior in children is usually a reaction to frustration.

In certain stages of the young child's development he experiences more frustrating experiences than at other stages, e.g. at the stage of developing autonomy, and the stage of initiating activities for himself. At these times his ambitions and drives are thwarted. To reduce aggressive acts, the caregiver becomes aware of the frustrations that cause the behavior and reduces the cause.

IMPLICATIONS OF POPULATION TRENDS FOR QUALITY OF LIFE

Calvin L. Beale
Economic Development Division, Economic Research Service, U.S. Department of Agriculture

The size and distribution of our population have been subjects of public concern at several points in our history, but the rapid rise of quality of life concerns—dominated by environmental issues—has significantly reshaped our perspective on the implications of current population trends. Let me divide my comments into two parts—those relating to the overall number and growth of people and those dealing with distribution.

I think it fair to say that an end to population growth for the nation—and in time for the world—is an increasingly widely held objective today. Ultimately there are limits to the number of people the world can accommodate under any standard of living. In the United States, there seems to be little sentiment for a decrease in population. But the recent Presidential-Congressional Commission on Population Growth and the American Future reported its strong conviction that it had ". . . found no convincing argument for continued national population growth. On the contrary, the plusses seem to be on the side of slowing growth and eventually stopping it altogether" (7, p. 75). The Commission then went on to marshal the evidence that slower growth would increase average income, conserve energy, avert pollution, and provide ". . . an opportunity to devote resources to the quality of life rather than its quantity" (7, p. 75).

The Commission finished its work none too soon. The present decline in the U.S. birth rate had become very evident before the Commission's report was finished, and had a definite effect on the tenor of the report. There seemed little further need for urgent advocacy of less childbearing. The emphasis turned more to other issues, such as social justice and quality of life. Then, the recent ruling of the Supreme Court on the unconstitutionality of certain State laws restricting access to abortion has made moot the Commission's recommendation that present State laws restricting abortion be liberalized. In terms of the impact of the Commission's recommendations on all other subjects, it is unfortunate that the Supreme Court's ruling did not occur earlier, for the thrust of much of the reaction of the Administration and of the press to the report was on the abortion recommendation, to the relative neglect of other issues.

With the present growth trend of the nation in a state of change, a review of recent birth trends would seem in order. After a two-year rise in 1969 and 1970, the birth rate suddenly turned downward in April 1971. No one knows why the marked downward deflection took place at that particular time, but in every month since then the number of births has been below that of the same month in the preceding year. Other things being equal, the birth rate would have increased in this period because of the rapid growth in the population of women of prime childbearing age, as the children born in the post-World War II baby boom came of age. But clearly other things have not been equal. The crude birth rate fell from 18.2 births per thousand total population in 1970 to 15.7 per thousand in 1972. This is the lowest crude birth rate in American history, and also the lowest when related solely to women of childbearing age. If no further decline were to occur, it would provide a level of childbearing just above that needed for parental replacement without growth. But the decline shows no sign of halting yet, and 1973's births may well be below the number ultimately needed for replacement.

A speech delivered at the 1973 National Agriculture Outlook Conference, Washington, D.C., Feb. 22, 1973.

The decline in births is paralleled by a decline in expressed childbearing expectations. During the 1950's and 1960's, expressed preferences and expectations about family size were remarkably stable, commonly averaging out to about 3.2 or 3.3 children per woman. These levels became observed in practice as well as in preference. With only about 2.1 children ever born required per woman for generational replacement, such fertility led to growth rates of

50 percent per generation, and was the source of our rapid national population increase during those decades. But the number of births that women say they expect to have has now dropped to 2.4 per woman in 1972, and 2.3 among wives under 25 years old (1, p. 1). Our society has undergone a major shift in its childbearing intentions in just a few years. Given the human capacity to bear much larger numbers of children, a shift from an average of 3.3 children to 2.3 is not major in absolute terms, but is dramatic in its effect on growth rates and on the potential future size of the U.S. population.

If the experience of other nations that have liberalized abortion laws is any model, the effect of the recent Supreme Court decision on abortion will almost certainly serve to further lower the birth rate in this decade. But whatever the near term level of the birth rate, it is necessary to keep in mind that the present young adult population is much larger than the older population from which most deaths occur. Thus, the United States would continue to grow in population beyond the end of this century, and exceed 250 million, even if fertility rates were only at generational replacement levels from now on and net immigration ceased. This is a decided shift downward, however, from the prospect of 300 million people by the year 2000 that seemed likely less than 10 years ago.

Despite a professional and lay consensus of reasonable proportions that growth of the U.S. population is a serious problem, the measurable relationship between total population size or growth and impairment of quality of life is by no means always direct, major, or even clear. For example, our society is making strenuous efforts to combat environmental pollution and this problem is often linked with population growth. But notwithstanding the huge increase in U.S. population since World War II, it is not population growth that is the *paramount* cause of environmental quality problems. Perhaps the best illustration of this contention is in the area of electric power. Since 1950, electric energy consumption has increased by more than 350 percent. In the same period population grew by just 37 percent. Thus, only one-ninth of the increased use of electric energy—with its serious attendant problems of air and water pollution, fossil fuel depletion, strip mining, and the rest—can be ascribed to population growth. The rest is the result of enormously increased per capita usage. The projection of needs for the rest of the century follows the same pattern. Major additions to present capacity will be needed, but only a fraction of the need will stem from increased population.

Natural gas usage from 1950 to 1970 rose by 265 percent and use of crude petroleum by more than 110 percent. The number of cars and trucks in use has gone up about 120 percent. The percentage of families owning two or more cars rose from 7 percent in 1950 to 28 percent in 1971. It is the rising standard of living that is the major source of our problems in the energy and vehicle-related environmental fields, not the growth of population.

The volume of farm production rose only moderately above population growth—52 percent against 37 percent. But to achieve this output, the application of fertilizers was doubled, and that of pesticides apparently increased even more. Even in the case of the U.S. mail—a major service whose quality is widely thought to have declined—three-fifths of the increase in domestic work load since 1950 is accounted for by greater per capita use of the mails rather than greater population. If the national and State parks are becoming overcrowded, it is largely because overnight visits more than doubled in just 10 years (1960-70) while population grew at one-sixth of that rate.

These are simple measures, but the wide disparity in growth rates between population and consumption or service items leaves no question that the rapid growth in demand for the items mentioned is due primarily to greater per capita usage. Neither the recent nor potential growth of our total population is the crux of our environmental quality problems, although population growth has contributed to them.

So far as general social and economic indicators of quality of life go, it is difficult to say that the total size of the U.S. population has thus far been an impediment to overall progress, although the suddenness of growth has created stresses. Most measures relating to educational attainment, average money incomes, housing adequacy, or leisure activities have advanced very rapidly despite steady population growth. The health picture is somewhat mixed. There have been large increases in two decades in the assets and personnel of hospitals, and in the proportion of the population covered by health insurance. Yet the expectation of life has been slow to increase further, especially for men. But this failure is not to my knowledge thought to be a result of larger population. Lower future population growth should yield societal benefits, but will not be a corrective for our quality of life problems.

The last decade has seen a marked development of concern over the distributional trend

of the population. There are those who believe that the concentration of people in metropolitan centers is the source of more problems than the total size or growth of the nation. Problems of pollution, traffic, crime, social alienation and dependency, and race relations all are felt to have been aggravated by the increased massing of people in several major urban regions. This concern is complicated by the presumed serious deterioration in the fabric of declining rural communities caused by loss of population, especially loss of the better-trained young people.

The trend of concentration is beyond dispute. The total rural population—that is people in open country and towns of less than 2,500 inhabitants—has been nearly stationary since 1920 while the urban population has nearly tripled, increasing by 100 million. Perhaps more importantly, 71 million, or 35 percent of our population, now live in urbanized areas that have over 1 million people each. And in the period since World War II we have seen the development of the megalopolis or urban region concept in which one metropolitan area merges into another and a new level of aggregation evolves, especially along the North Atlantic Coast, the Lower Great Lakes, and in California.

Is this good or bad? Given the utter inability of agricultural areas to provide employment for their existing labor force, let alone their natural increase, and given the aggregating advantages for employment, services, and income that metropolitan cities have had in the recent past, the concentration may well have been inevitable, whether good or bad. Major social and economic trends seldom move slowly enough for government and society to cope with them in an ideal manner. Furthermore, the world-wide nature of rural exodus and urban growth makes it clear that the process has completely transcended national borders, political systems, and agricultural policies.

The reaction of nations to the process of urbanization, is, I suspect it fair to say, one of initial pleasure and pride at the emergence of great cities, and the amenities, broader life chances, and intellectual stimulation that they afford. But if the residential balance shifts too fast or too far a reaction ensues, perhaps at first dominated by lingering agrarian sentiments and then by apprehension that the very advantages of the city are being degraded and lost by overwhelming growth and change.

I cannot think of a clearer or, indeed, more blatant expression of the presumed moral superiority of rural life against which our cities developed than that expressed by Isaac Newton, the first U.S. Commissioner of Agriculture in his annual report in 1863. Said Newton, "The acquisition of comparatively slow, but sure, wealth, drawn from and reinvested in the soil, develops health of body, independence and simplicity of life, and love of country; . . ." "The men of the city, living in the midst of excitements, political, social, monetary, and moral, too often feed those baneful causes of national ruin, to wit: speculation, luxury, effeminacy, political corruption, and personal ambition. Never was truer or more comprehensive line of poetry penned than that which declares that, 'God made the country—man made the town'" (8, p. 23). But the nation was still so overwhelmingly rural in Newton's day that his expression was more a comforting litany than a cry of alarm.

In a later day, after the rural-urban balance had shifted, the Washington Post commented on the subject with more concern:

> It is true that in a not very remote past country life, and especially life on the farm, was extremely dull, dreary, and monotonous, and just because of that the gayety, amusement, and social attractions provided by the town proved an irresistible lure alike to the younger members of the farmers's family and to his hired help, with a consequent inevitable loss, both of rural population and of producing power. Indeed, even now there are certain pre-eminently agricultural States in which the inducements to stay on the farm are surprisingly meager.
>
> It will be the part of enlightened statesmanship—local, State, and Federal—to help along the processes of modern development, to the end that an increasing and contented population may find duty and pleasure happily linked together in the rural homes of America.

Sounds familiar doesn't it? The surprising fact, however, is that it was written in 1921 (9). Our present concern over population distribution does have some distinctive aspects, but it is instructive to remember that past generations perceived the same basic dilemma.

A number of nations have adopted policies in recent years to attempt to moderate, rationalize, or hopefully halt the drift to the cities, or revitalize lagging regions. France, the United Kingdom, Sweden, Brazil, and the United States are examples. In recent U.S. legislation, such as the Rural Development Act of 1972 or the Agricultural Act of 1970, the detrimental effect of rural-urban migration and the growth of major cities is specifically asserted and identified as a condition to which the legislation is addressed.

How is the quality of life affected by population distribution trends? There are some things that can be said with reasonable certainty. Up to this point in time, the larger the proportion of Americans who live in metropolitan-size communities, the larger the proportion who will live in ready access to college education, or to medical facilities; the lower the proportion who will live in substandard housing or with poverty level incomes; the higher the proportion of women who will find opportunities for employment outside the home at better than low-skilled jobs and subsistence wages.

On the other hand, the greater the metropolitan concentration, the greater the percentage of the population engaged in or victimized by crimes, either of violence or against property; the greater the proportion of youth susceptible to drug use; the greater the exposure to air pollution; the less the likelihood of owning one's home. In short, there are trade offs, and it is in large part a matter of personal judgment as to what the net effects of distribution patterns are on quality of life.

One unsettled issue of considerable concern, is the effect of massing and density of population on human beings. The noted scientist and writer Rene Dubos was cited by former Secretary Orville Freeman as saying that, "Some of the most profound effects of the environment created by urban and technicized civilization may not be on physical health, but behavioral patterns and mental development" (4, p. 8). After a review of the state of knowledge in this area, the Population Commission concluded that, "In general, the research on the effects of population density on human behavior is sparse and the findings either inconclusive or negative. Despite popular belief, the evidence is lacking to show that social pathology is associated with density itself" (7, p. 69).

It is known that certain kinds of anti-social behavior among animals result from excessive crowding. It is also accepted that large urban areas, and central cities in particular, have high rates of crime and mental illness, but it is difficult to name mass or density *per se* as the culprit rather than other aspects of the urban social situation. There do seem to be studies emerging that associate life in the upper stories of high-rise apartments with social pathology in both adults and children, but high-rise apartments are not a necessary concomitant of high density.

Aside from the conditions of life that can be quantitatively assessed, we must also consider what people believe to be true, for beliefs—however incorrectly held—become real in their effects if acted upon. Several surveys in recent years have attempted to determine residential preferences and to identify the advantages that people perceive in urban or rural life. In a national survey made for the Commission on Population Growth and the American Future, 56 percent of the population described themselves as living in a medium or large city or in the suburbs of such a place, but only 35 percent expressed a preference to live in such places (2). The implication was that a net of about 21 percent of the people—or more than 40 million—would prefer to live in the open country or a small town or city, rather than in their present metro setting. Three-eighths of these people considered themselves very likely to make such a move within the next few years, and an additional fourth thought they would make such a move in the more distant future. This preference pattern I think we must accept as a matter of fact. It is supported by other surveys. The net yearning of the people seems to be away from metro areas at the very time that metro concentration has reached its peak.

The forces that have produced metropolitanization are unlikely to be casually displaced, however. Nor do we really yet know what the small town and open country preference consists of. Surveys in Washington and Wisconsin reveal that the predominant preference of metropolitan residents in those States who want a change is for a locality that is small-scale in character but that is not too far beyond the urbanized area (3,10). Thus, they appear to want accessibility to urban employment and services but not residential involvement in either the city or the suburbs. The implication would seem to be even greater sprawl and a more dispersed form of metropolitanization.

The Washington survey and a national one have dealt with the images that people have of urban and rural settings (3,6). These surveys seem to agree that wherever they live, the great majority of people believe that the availability of good jobs is best in metropolitan cities. A majority perceive recreation-entertainment opportunities and medical care to be best in the cities. On the other hand, even metro residents themselves believe that rural and small town people are friendlier, more likely to be in good general or mental health, have more voice in community affairs, and that rural communities are the best places in which to rear children.

It also seems possible to detect some differences in attitudes and values on the part of

urban and rural people that are relevant for discussions of population distribution policy. The sociologist Norval Glenn reviewed national opinion polls in which the views of rural and urban residents were distinguished (5). On some issues, the two populations showed no meaningful differences, but in other areas such as views on religion, the role of women, liquor laws, and corporal punishment in school they differed significantly—with rural people in each case taking what might be termed a more conservative attitude.

It is also true that voting patterns may still be sufficiently different between metropolitan and nonmetropolitan residents to affect the outcome of major elections. In 1968, nonmetropolitan voters cast only 30 percent of the total U.S. vote in the presidential election, but it was their wide preference for the Republican ticket that produced President Nixon's winning margin. The Democratic ticket had a narrow plurality in the metro areas, but lost the election.

If more people from the metropolitan centers settled in the small cities and the countryside, would their philosophical views and outlook change in the smaller-scale communities? If more rural youth remained in the country, would the differences between countryside and city be widened? I don't think we can say with certainty. But we should be aware that there are differences in the proportions of urban and rural people who adhere to given values or viewpoints, and that population distribution policies do have implications—whether implicit or explicit—for the overall ideological outlook of the nation. Whatever the economic possibilities for the greater dispersal of the population in smaller-scale communities, the belief that such a policy is desirable or not desirable is a value judgment itself, determined as much by social heritage and personal convictions as by facts objectively derived and impersonally viewed. There is no one optimum population size or distribution. They may be different optima for different objectives. Within the constraints of economic reality, popular consensus would seem to be the determinant of what the perceived implications of population trends are for quality of life.

References Cited

1. Bureau of the Census. "Birth Expectations and Fertility: June 1972." *Current Population Reports*, Series P-20, No. 240. Sept. 1972. 8 pp. (In cooperation with National Institute of Child Health and Human Development)
2. Commission on Population Growth and the American Future. "Analysis of Commission's Public Opinion Survey." Unpublished memorandum, Oct. 15, 1971.
3. Dillman, Don A., and Dubash, Russell P. *Preferences for Community Living and Their Implications for Population Redistribution.* Washington Agricultural Experiment Station Bulletin 764, Pullman, 1972.
4. Freeman, Orville L. Address at the annual convention of the National Association of Counties. Detroit, Mich., Aug. 2, 1967.
5. Glenn, Norval D. "Massification Versus Differentiation: Some Trend Data from National Surveys." *Social Forces*, Vol. 46, No. 2, Dec. 1967. pp. 172-180.
6. National Rural Electric Cooperative Association. *The Nation's View of Rural America and Rural Electrification—A Summary.* Washington, D.C., 1969.
7. *Population and the American Future.* Washington, D.C.: Government Printing Office, 1972.
8. *Report of the Commissioner of Agriculture for the Year 1862.* Washington, D.C.: Government Printing Office, 1863.
9. *Washington Post.* Jan. 16, 1921.
10. Zuiches, James J., and Fuguitt, Glenn V. *Residential Preferences: Implications for Population Redistribution in Nonmetropolitan Areas.* Paper presented to the American Association for the Advancement of Science, Philadelphia, Pa., Dec. 28, 1971.

NOTICE TO FOREIGN SUBSCRIBERS

We are interested in sharing with our readers informational articles about the status of home economics today in countries around the world, especially as it exists in the secondary school. Beginning with an article in this issue on home economics in the USSR, we plan to include additional ones as often as response permits.

We invite you to suggest possible authors to report to us about your country.

We hope to see many of you at the Ottawa, Canada, conference of the International Federation of Home Economists July 19-23.

—The Editor

A PRELIMINARY POSITION STATEMENT ON THE AMERICAN FAMILY

Ronald E. Cromwell
Director, Family Study Center, Division for Continuing Education, University of Missouri, Kansas City

The Adult Education Association of the U.S.A. Committee on the American Family was created in December 1973 at the request of Dr. Jack C. Ferver, past-President of A.E.A. The opening sentence of his initial memorandum requesting formation of such a committee, said: "As each of you is aware, one problem area in American society that represents a challenging opportunity for us in adult education centers around the American family." This challenge to adult educators and A.E.A./U.S.A. to focus on the problems of this basic institution through educational programs for adults set the stage and provided the catalyst for this beginning position paper.

INDICATORS OF MAGNITUDE OF CONCERN

The 1970 White House Conference on Children and Youth concluded that: "America's families are in trouble, trouble so deep and pervasive as to threaten the future of the nation." Some indicators of the magnitude of concern are:

- The population continues to grow without provisions for adequate child care and parenting education. There were four million new births in 1970.
- One of every ten 17-year-old girls is a mother.
- One third of all teenage marriages end in divorce.
- The rate of divorce is moving toward a cumulative rate of one divorce in every three marriages. In 1970 there were 715,000 divorces and annulments in the United States, which is double the number from 1950.
- The average length of marriage is currently about seven years.
- One out of six children live in a single parent home.
- Over 60 per cent of homocides occur within families by family members or friends.
- The increase in "domestic" calls to our police departments indicates severe strife and violence in marriages and families.
- Child abuse and neglect by parents is increasing at an alarming rate.
- Approximately ten per cent of all school-aged children have moderate to severe emotional problems.
- Young couples bring unrealistic expectations to marriage and therefore experience unmet needs in marital and family life during adulthood.
- Even among those marriages that are intact, they are rarely reported to be sources of personal satisfaction. Marriage and family life does not now provide the environments many adults expect or desire.
- Changing roles of family members dictate changes in relationships; yet many families remain static and unable to cope with stresses of change.
- Every tenth American is 65 years or older; half of the 6.8 million heads of families in this age bracket have incomes less than $3,000 a year; most live independently in their own homes without financial or emotional support from their families.

The potential list of problem areas may be never ending, yet the family in various forms continues to survive and function in a rapidly changing society. With all its strength, the family cannot continue to function without assistance and support from the neighborhood, the world of work, and from social and political institutions at the local, state and national levels. It will increasingly become the role of the adult educator to provide the educational models necessary to help families reach their maximum potential in the quality of life. This philosophy is expanded in the remainder of the position paper.

This beginning position paper has been prepared with the assistance of Dolores M. Harris, Gertrude E. Kaiser, Margot Patterson, and Charles D. Walker. This group constitutes the A.E.A./U.S.A. Committee on the American Family. The committee invites comments and criticisms from A.E.A. members so that we might revise and continually rework the position paper to reflect views of the organization membership. Appreciation is also expressed to Paul Burgess, Ruth Jewson, and George Spear for comments and criticisms on earlier drafts of this paper.

A positive family environment is essential to the maximum development of all family members. The strength of families will depend upon how well the emotional, psychological, intellectual and physical needs of members are met (4). Adult education for family living of high quality can be a vital force in preparing present and potential families for the complex society in which we live.

The day of taking families for granted should be drawing to a close in America. The capacity of families to take up the slack in a poorly integrated social order has definite limits which cannot be tested by continued negligence. For too long, we have assumed that families could and would cope with the rapid changes in society brought about by industrialization and urbanization. Today, the evidence of tension and insecurity among millions of families that have not been able to cope with our rapidly changing society cannot be denied (1).

Yet, the family remains the most fundamental and important social institution in this society. The point of view expressed in this position paper is less one of despair about the contemporary family and more one of admiration and respect for its flexibility, its resilience, and its capacity for survival and growth under such varied social pressure. It is assumed that the family will increasingly need assistance of many and varied types and that adult and family life educators are in the best possible positions to provide this assistance. Adult educators focusing efforts on family groups can provide the delivery system necessary to support families and thereby facilitate the development of each family's potential, increasing the quality of family life.

Government leaders, social scientists, educators, and citizens alike are recognizing now the importance of the family to the continuation of our society. Senator Walter Mondale, as Chairman of the Senate Sub-Committee on Children and Youth, recently summarized his feelings about the importance of the family and its neglect:

> In the whole range of human problems I've dealt with in my nine years in the Senate—hunger, housing, labor, Indian education, migrant workers, children, aging—I kept getting back to one thing . . . *the strength of the family.* [our italics] It's such a simple point it should have been obvious (Washington Post, reported in St. Paul Pioneer Press, August 29, 1973).

Mondale, in another address, emphasized the importance of strong and healthy family life when he said:

> it is increasingly clear to me that there is just no substitute for a healthy family. . . . We tend to take families for granted, seldom recognizing the pressure they are under or the fundamental role they play in the prevention and solution of children's problems (5).

Effective family relationships do not just happen, but are the result of deliberate efforts by members of the family unit. It is assumed that such individual efforts can be enhanced through learning skills necessary to cope with family interaction and in developing an understanding of family change and development. In this regard, there are at least two central problems facing adult educators who select family units as the focus for educational experiences. First, the educator must be concerned with reaching family units for the purpose of motivating them to take advantage of educational opportunities which might more fully actualize their potential. This is particularly difficult since families seem unaware of developmental resources available to them. A second problem concerns helping families identify their needs so they might voluntarily choose to explore and experience educational offerings. This problem relates to the issue of motivation and underscores the need for preventive approaches.

Family Life Education and Adult Education

This committee contends that family life education should be increasingly viewed as a unique multi-level sub-specialty of the broader field of adult education. As early as 1948, Muriel Brown provided the interface discussed here:

> Education for family living is that branch of adult education which deals specifically with the values, principles, and practices of family life. It has for its general objectives the enrichment of family experience through *the more skillful participation of all family members* [our italics] in the life of the family group (2).

The above definition, reflecting the view of an adult educator interested in education for family living, highlights the bridge from adult education to the family, emphasizes enrichment through practicing skills, and concentrates on all members of the group. More current definitions of family life education lack such precision as they have become comprehensive and broad to include many sub-specialties.

There is a need to define better and conceptualize the parameters of family life education to focus on adult members of that system. For example, elementary and secondary education efforts concerned with preparing youth for sex roles, marriage and family life would *not* fall within our definition of adult family life education. This is not to say that such efforts are unimportant. The point to be made is that we must begin to isolate and define specialties within broad and comprehensive categories. Sub-specialties need to be identified and clarified. In this position paper, we limit family life education to family groups, and more specifically, to adults in those groups.

There is a need to focus on families as the basic units for education as opposed to individuals who happen to be family members. This plea complements those made by marriage and family therapists to include family systems and sub-systems as treatment units. *Family life education should be directed to families to include as many members of any given system as possible.*

We view family life education as a specialty, with many sub-specialties, of adult education. The following section identifies biases in regard to the dimensions of family life education including a focus on prevention and promotion, coordination and integration of resources, community action approaches, and work with total family units.

Dimensions of Family Life Education

We are faced with the sobering recognition that a "preventive" educational program that fosters and "promotes" continued family development, is necessary to maximize potential of families. During recent years, it has become increasingly clear that the demand for treatment of various individual and family pathologies will not be met by the expanding supply of trained therapists, educators, and social workers (6). Consequently, professionals must give greater attention to preventive educational models directed to the family group or sub-group in their communities.

Those of us charged with the professional responsibility to implement preventive programs of family life education and service, realize the difficulties and challenges inherent in accepting such tasks. Part of this difficulty and degree of challenge results from a lack of organized and concerted efforts to define the parameters of family education. For purposes of discussion and clarity, the following definition is posited. *Family life education promotes the delivery, coordination and integration of family development resources to individual family members and family units in order to improve the quality of family life* (3). Family development can be viewed as a progressive upgrading of education and services to families comparable to efforts in urban development, economic development, and community development.

Family life education is distinctive from other "helping" professions because of its emphasis upon the total family unit and its emphasis upon promoting "normal" family development and prevention—as opposed to treatment and remediation. Family life education begins with the assumption that it is *normal* for families to need *assistance* in order to realize the optimum in the quality of family life.

Families have yet to realize their abilities to develop individual and group potentials. New techniques need to be developed to work with family groups to promote, what might be referred to as "family awareness" and "family actualization."

Individuals charged with today's tasks of family life education should become more involved in action programs that guide families to resources, information, and skills which may help them improve their family relationships and further their maximum development and potentials as family members. This points to the need to develop an effective support system for family life in this society. One mechanism available for such system development is adult education programs in communities for family groups. (For example, see Cromwell and Thomas, 1975.)

POTENTIAL AREAS OF PROGRAM EMPHASIS

In most cases, human beings are members of a family from birth until death. More people are living longer than in any other time in history. In this century we have added

from 20 to 25 years to the life expectancy of our people, the equivalent of a whole generation. Education of family members should continue throughout life. Some possible areas of program emphasis are:

Marriage Education

a. Providing preventive educational programs for married couples of all ages to increase communication skills and create an atmosphere of mutual support.
b. Clarifying individual, couple and family values and expectations regarding intimate relationships including marriage and the family.
c. Facilitating realistic expectations regarding the interpersonal, economic, and social aspects of marriage over the life cycle.

Parenting

a. Developing educational potentials of parents for the social, mental, emotional and physical growth of children.
b. Parent-child communication throughout the entire life cycle.
c. Parental responsibilities and competencies in developing emotional stability of all family members young and old.
d. Promotion of intergenerational understandings and learning necessary skills to parent one's own parents.
e. Development of support and educational systems for one-parent families.
f. Understanding normal processes of family development over the life cycle to facilitate defining and re-defining parenting roles.
g. Expanding and upgrading community resources supporting parents, including child care facilities.
h. Developing educational experiences for hard-to-reach audiences including the poor, the handicapped, and the aged.

Social and Community Development

a. Integrating and coordinating existing community services to families, and communicating these resources to family groups in all ethnic groups in all social classes.
b. Developing a family advocate or support group at the local, state and national level to facilitate care and education of families.
c. Clarifying the consequences of social change as they might affect the family group to include: changing roles of women, men and children; legal rights of women; no-fault divorce laws; population explosion; alternative life styles; alcoholism and other drug abuse; and preretirement and retirement.

Middle Years/Pre-Retirement/Retirement

a. Providing educational experiences for middle-aged family members to facilitate personal adjustments in the post-parental years, including re-channeling of energies and development of new interests and skills.
b. Facilitating planning, preparing, and enjoyment of the retirement years, including adjustments to physical, economic and social change.
c. Encouragement of continuing development of parenting skills through involvement with children and youth in group experiences including foster care.
d. Building on the renewed potentials of marital enrichment following departure of the children.
e. Encouragement of intergeneration communication among older adults from different generations to examine changes in society which are fundamental to their marital, family, and other social relationships.
f. Provision for the mechanisms for continuing education in family life throughout the life cycle utilizing older adults as facilitators.

In summary, an understanding of the family is central to formulating an effective rationale and approach to dealing with a majority of the social issues confronting our communities at the present time. Each new stage of life requires new skills and understandings. Thus, it is crucial that family members be offered the opportunity for periodic up-dating of their perspectives and understandings of adult life in family groups. Adult education for family life is one extremely important challenge for the field of adult education. It is the hope of this committee that A.E.A./U.S.A. will accept this challenge.

References

1. Aldous, Joan, and Hill, Reuben. "Breaking the Poverty Cycle: Strategic Points of Intervention." *Social Work*, 14 (1969), 3-12.
2. Brown, Muriel. "Education for Family Living." *Handbook of Adult Education*. Edited by Mary L. Ely. New York: Columbia University Teachers College, 1948.
3. Cromwell, Ronald E., and Thomas, Vicky L. "Developing Resources for Family Potential: A Family Action Model." *The Family Coordinator* (1975), in press.
4. *Focus II: Extension Home Economics*. Prepared by a Task Force appointed by the Home Economics Subcommittee of ECOP (Extension Committee on Organization and Policy), 1974.
5. Mondale, Walter. "Legislators Speak Out" (comments on "Pressures on the American Family"). *The Journal of Home Economics*, 66, No. 1 (January 1974), 25.
6. Spoon, Darrell, and Southwick, Jack. "Promoting Mental Health Through Family Life Education." *The Family Coordinator*, 21 (1972), 279-286.

ideas that worked!

EGGS HELPS TEACH RESPONSIBILITY

Ruth Martin Fisher
Graduate Research Assistant
Iowa State University
Ames, Iowa
(formerly Cedar Falls High School, Cedar Falls, Iowa)

It is hard for young people to understand the 24 hours a day responsibility that comes with being a parent. To simulate this experience, students in the Cedar Falls Child Development class were given an egg to watch over constantly for four days.

During this four-day period of "egg babysitting," students shared their feelings and thoughts about the experience at the beginning of each class period. There was variety in the reactions to the egg babysitting experience. Some girls stated that they were embarrassed to be seen carrying their eggs to other classes. One girl experienced jealousy because she felt other classmates were paying more attention to her egg than they were to her. Other girls felt awkward in carrying their eggs and wanted reassurance from peers in caring for their eggs.

If the girls were unable to be with their eggs, they were obligated to find "egg sitters" for them. One girl paid ten cents for a sitter. One girl said she had to ask her gym teacher to egg-sit for her while her gym class went to golf. Others chose not to hire sitters. It got pretty hard for "mothers" in marching band. Playing an instrument, and marching, and egg babysitting became complicated.

Then, there was the egg that got completely smashed and the class had a dilemma deciding whether or not to hold a funeral for it. Several other eggs suffered cracked shells. A dramatic incident occurred when one egg baby was kidnapped and the mystery was finally solved when two young children confessed to the crime.

The eggs developed an amazing variety of personalities. Some were placed in yarn baskets, some had faces and hair, and some even had diapers. One had wire rimmed glasses while a graduating senior had her egg decorated with a cap and tassel. Names were given to some of the egg babies.

One girl said, "I learned a lot but I had to realize that it wasn't really human. A dependent child would require more responsibility. I was glad I did it." Another reflected, "I am looking forward to the responsibility of a child, but not until I learn the responsibility of a husband."

As a teacher, I felt that the egg babysitting activity was very worthwhile because: a) the students became involved and identified with the role of responsibility, b) it created interest in the new Child Development class for other students in the school, c) it involved people in the community because the parents were aware of the activity and d) citizens in the community were informed because the school paper covered the project in a weekly edition.

The "bicycle built for six" in 1964.

RECREATION WITHIN THE FAMILY

Mrs. Beatrice H. Bagby
Child and Family Specialist
Cooperative Extension Service
University of Illinois

How clearly I remember the arrival of our "family" bicycle! My husband had fixed his childhood bicycle to carry one child safely and then later two children. But I was left behind to read, care for the baby, and visit with the dog. After one such afternoon, I suggested that I, too, might enjoy the bicycle riding. Two weeks later my husband brought home an old bicycle-built-for-two. With equipment additions it soon became a bicycle built for five. Later it even grew to be one that carried six. This bicycle provided our family with inexpensive "fun times" for many years. They ranged from the very unplanned, informal rides around town to the group-planned, fees-paid trips with over 500 other bicyclists. They included riding in a dozen or so parades around the state, bringing home trophies, ribbons, news stories and pictures, and the best wishes of many people appreciative of the family fun they felt we represented.

These experiences have given us much. They gave us many opportunities of planning and anticipating good times together. We had the fun of the many actual rides. Now they have left behind the recollections of the fun times we shared together. All three aspects of these bicycle trips are of equal importance. They expand the benefits of our family fun over many years.

Time is and always has been our scarcest resource. That makes it our most valuable one. Our children constantly see how we value time, how the clock and deadlines manage our lives. We may think in our "hurry-hurry" world that there is no time left over for using time in fun and relaxation with the family. We may think that time used in this way is accomplishing nothing. The opposite is often the case.

As family life educators it may be worth a few minutes to rethink this old theme of "family togetherness." Is this a topic of importance to be taught? If so, why? What needs to be taught about it? How can it be taught?

Concern for the Family

Margaret Mead[1] has said, "We have become a society of people who neglect our children, are afraid of our children, find children a surplus instead of the *raison d'etre* of living. . . . More and more parents are spending less and less time nurturing, guiding, or even living with their children." She accused parents of spending as little as fifteen minutes a day with their children. Yet few parents willingly admit to neglecting their children.

Sociologist Robert S. Weiss[2] of the University of Massachusetts has said, "It is absolute nonsense that the family is losing its importance. Its major concern is the emotional support of its members so they can function as human beings." He reports on a recent survey by the Institute of Life Insurance indicating that 87 percent of the respondents over 29 years of age chose a "happy family life" as the most important goal in their lives. Yet, Charles F. Geiger,

---

[1]*Newsweek*, September 22, 1975, printed a special feature on "The Spouse Gap."

[2]*U.S. News and World Report*, October 27, 1975, printed a special on "The American Family: Can It Survive Today's Shocks."

supervisor of family and youth services from Catholic Social Services in Detroit, was quoted as saying, "Each generation seems to be getting less nurturing and support from within the family."

Cronin[3] concluded a recent article with the idea, "Whenever the family flourishes in a state of vigor and unity, there will be found a strong and sound society. . . . The family is the main hope for self-preservation, for maintaining human dignity, and for the decencies of life."

The fact that popular news magazines are spotlighting the family indicates recognition of public interest. The influx of family problem-solving books to the popular reading market, discussion and skill oriented workshops for parents, and legislation to protect the family are other indicators of interest and concern for the family.

Affection: A Family Function

Even with the lessening of some family functions such as education or production, the family is not generally considered to be lessening in its significance to either society or individuals. In the past, recreation has been listed as a family function. Today it is more likely to be a means for meeting another function such as affection. The function of affection continues and may be increasing in importance as adults and children draw most of their emotional security from within a family. Which family member or how much each helps to fulfill the function of affection will differ. One parent may even perform the function all alone. How well it is managed can influence the kind of life led by all family members whether it be at work, school, or play.

One evening my family of six all sat around the kitchen table drawing pictures representing our answers to questions about ourselves. The result was to be a personal "shield."[4] The questions had been designed so that all family members could answer them. Questions included "What was the scariest moment in your life?" "What would you most like to do someday?" "What event made you feel good?" The questions with their picture answers stimulated a sharing of thoughts among us. Some thoughts were surprising, some especially intimate, while they ran the range of emotions from funny to sad. This was a kind of recreation closely tied to the affection function.

The struggle of parents in trying to meet the affection function may be the result of any one or a combination of the following: (1) A lack of preparation for parenthood. (2) The myths or folklore surrounding parenthood. (3) Faultfinding and/or challenging of parents' knowledge and authority. (4) Rising standards for "good" parents. (5) Falling parental self-images.

In judging their success in meeting this function, families need to look at several areas of family life. How do they see the overall climate of the home including the total atmosphere and attitudes of the family? What are children learning in observing the relationship of their parents to each other? What kind of status do children have in the family? What needs do parents see that their children have and how are they being met? What attitudes are being expressed by each parent to each individual child? What achievement goals do parents hold for their children?

Contributions of Play

Times have changed. Children now find more and more waking hours lived in the world of their friends and the television screen. Homes may seem to be nothing more than a hotel, with maid service, where everyone stops long enough to eat, sleep, shower, change clothes, and rush to the next appointment. These separate spheres of activity become the rule. This pattern becomes efficient but not companionable. Commercial interests may be encouraging this pattern. Their philosophy seems to say "The family that plays apart stays together" as they provide recreation on a separate basis. Most people react with disappointment or dissatisfaction at this lack of intimacy between family members.

Modern parents may be facing the added dilemma that as "good" parents they should provide recreational togetherness at home on the one hand and opportunities for a variety of outside activities in order to develop well-rounded personalities on the other. The question of where to draw the line between the two has no easy answer.

---

[3]Cronin, A. J., "Keys to a Happy Marriage," *Reader's Digest*, November 1975.

[4]This is similar to the Personal Coat of Arms Exercise in Sidney Simon's article, "What Do You Value?" in the J. C. Penney Forum, Spring-Summer 1972.

Recreation in the family does not solve all family problems, but it can be a strong influence for improvement and enrichment of relationships. By using recreation or other shared activities families can expand their potential for meeting individual needs. Recreation lends itself to the challenges of identity, acceptance, and achievement. It can help parents meet such primary tasks as socializing their children, providing them with satisfactions and a healthy mental environment. Many agree that the family can be the first and most effective place to learn many lessons of life. Recreation can play an important role in making that possible.

As children so frequently do, my children kept asking to buy many things. Even though we would say "no" explaining why we couldn't meet the requests, they kept asking. One evening I gave each of the six of us paper money representing one-sixth of our income. We identified a monthly bill that needed to be paid. Each person with his paper money paid one sixth of the bill. We continued until all the regular monthly expenses were paid. Then each person saw what was left in his hand for the flexible needs and wants. One lesson of life was taught through play.

Recreation generally refers to all the activities in which people participate when they are free to choose what they will do. A ten year old defined it as "What you do when you don't have to do anything." These activities should refresh and renew those involved. They may contribute such satisfactions as developing friendships, working together, being creative, having new experiences, achieving, using mental powers, competing, gaining recognition, enjoying beauty, serving others, relaxing, or thrilling to emotional experiences. They may be organized or unorganized, active or passive, spontaneous or planned. Recreation is only limited by the creativity, interest, and motivation of those participating.

We shall never forget our walk in the rain in an Illinois conservation area. It was unorganized, active, and spontaneous. It meant sharing fun, having a new experience together, using our minds to study the effects of rain upon nature, enjoying the beauty of nature, competing in foot races, relaxing in the light rain, and laughing at the reactions of others to us soaked, silly people playing in the rain.

Recreation can be described by categories of types of play actions. Symbolic labor play involves the quest for trophies such as hunting, fishing, and rock collecting. Expressive play requires others as watchers, but not as doers. Subsistence play meets the basic demands for food, shelter, and protection within an atmosphere and attitude of play. Unstructured play allows for creative expression as a person experiments with the environment and himself. Structured play is ruled by the group with defined goals, roles, and ways to reach goals. Sociability play produces intense or extensive interaction with others. Families will differ in their most normal type of play activity. Diversity in types of play chosen by the family can promote the development of lifelong interests, active and passive variations, seasonal fun, and activities for both indoors and outdoors.

Initiating Family Recreation

To initiate family recreation we need one special ingredient. That is, someone who sees a need for it, has some hope that it can be done, and will take action to get started. That someone may be a parent, but is just as likely to be a child in the family. The child's experience with other families sharing recreation together may be the idea starter. The sense of excitement of the person who conceives the idea may be the key to success.

To force family members to be together as a family requirement can be a very disliked experience for most people. Very little is accomplished in the process. Starting recreation activities with those family members most interested is a beginning. Other family members may know that they can join at any time they wish and that their ideas will be considered, too. They need to know they are welcome and what fun they may be missing.

Following are four steps for starting or improving family recreation:

Step 1: Involve others in the planning. We need to know what others like or want to do and to give all ideas equal consideration.

Step 2: Share the responsibilities for following through on the plans.

Step 3: Review what we have done. Have we adapted for individual interests, time conflicts, or unexpected recreation opportunities? Has each person had fun?

Step 4: Enlarge our recreation plans. We can arrange for family work projects, meet as a family council to discuss problems and plans, build a record book of memories of the good times. We can invite guests to join in our family recreation, sometimes planning around a theme.

Plan a "Getting to know our family" series of evenings around such topics as: "When we were small," "Mother's and Dad's memories," "Where our family came from," "What life was like when grandpa was young," or "Mom and Dad's work."

We can select games and recreation equipment that can encourage family sharing. Our ponies, travel trailer, inside games, and bicycles have been central to many of our family activities.

We can bring rituals or traditions into family life especially around holidays, birthdays, or special events. These can be original, passed down from other generations, or copied from those you've seen or read about.

Recreation in Family Life Education

Following are eight ideas that may spark your thinking about techniques for teaching family recreation.

1. Stimulating thinking and discussion could be a start for developing an awareness of the place of recreation within families. Such statements as the following could be used: The ability of parents to play directly influences the degree to which fun can find the family closer together. Today's family has no pattern of fun. Setting aside a regular time for shared family activities helps a family continue sharing recreation. The mood of a game can influence other family interactions. It makes little difference what kind of activities are shared. Solving difficulties in a game can provide a new pattern for solving other difficulties. Family activities to be shared should be planned systematically.

2. Brainstorming on possible activity ideas as a class group, or role playing a family planning situation can begin to open up ideas of the wide variety of possibilities for family recreation.

3. Start a file of ideas for family recreation at home or in the local community. Group ideas by month or by type of activity.

4. Develop a family game chest with both homemade and purchased items. A game card file complete with playing rules is a useful addition to the game chest.

5. Stock a resource cupboard with many kinds of supplies that are saved and used for creative family activities.

6. Purchase a good game reference book as a resource for many kinds of recreation ideas.

7. Plan a family recreation event, evening, or series of activities for your family or another family that you can actually carry out.

8. Direct any of these activities toward a particular stage of the family life cycle with special consideration for the ages of children to be involved.

Rewards

No one can specifically identify the rewards of sharing recreation for a particular family. Since the family has many opportunities to influence the personalities and development of family members, it seems well worth the effort to strive to make that influence as loving, understanding, and supporting as possible. Family recreation can be the action that helps.

Why family recreation? It has the potential for creating a climate for growth, fostering meaningful and close family relationships, providing opportunities for fun, education, and growth of each family member, and furnishing role models or examples for children.

PREPARATION FOR MARRIAGE:

Educational Implications for Improved Spouse Relationships

John A. Conley
Associate Professor and Chairman, Department of Health and Safety, University of Georgia, Athens, Georgia

". . . and so they married and lived happily ever after." This is a famed storybook ending leading young people to believe that marriage is a panacea to cure all one's personal ills and open the gate to perfect happiness. To add "unless it is one of the 800,000 American marriages that end in divorce each year" would dampen the ideal of marriage perpetuation. And yet, over 90 percent of all Americans marry, and most of those who get divorced, remarry.

Obviously, marriage still holds a mystique for most people, and yet it is fraught with misconceptions, unhappiness, emotional stress, and assorted other dangers. Too many marriages end in divorce, and too many others remain together without mutuality or happiness. The advent of women's liberation has added a new twist to the institution of marriage. With one half of all women who marry in a given year being under the age of twenty,[1] and with divorce rates for teenage marriages being three times that for those who marry after reaching age twenty,[2] there is need for education on this topic in the high schools of America.

Approximately twenty-five percent of children today are being brought up in families where the traditional two-parent model is not functioning.[3] Pluralism in society portrays many variations in roles for our youth, and few adults are prepared to deal with the ensuing confusion and doubt. The question of role identification is vital for young children and for adults. Thus, educators face a multitude of student experiences and expectations that are only made worse if open communication concerning the differences and difficulties in interpersonal relationships is not available in the schools.

Classroom Communication

The successful teacher in any subject must be able to open the lines of communication within the classroom. This is especially true in a course dealing with marital relations since actual practice in the art is the best teaching device. Preparing the classroom atmosphere to encourage open and honest discussion is best accomplished by example on the part of the teacher. S/he must feel comfortable with his/her own sexuality, and have communicative skills in controversial, personal, and emotional areas that are free from embarrassment or uneasiness. Class rules, devised to eliminate ridicule, sarcasm, and personal attack among students, should be a fundamental part of the first day's instruction. While students should be encouraged to test and defend their position on a given issue, it should be done constructively with the student having the option to "pass" when things get too hot to handle.

The communication of feelings depends upon being aware of them, accepting them, and being skillful in their *constructive* expression. Otherwise, feelings are expressed through negative means such as labeling, commands, questions, accusations, name calling, sarcasm, and expressions of disapproval, all of which are counter-productive to improving marital success. It is essential that today's youth be taught to describe their feelings as clearly and as accurately as they do their ideas. In *Reaching Out*, a valuable source of information in this area, D. W. Johnson mentions some common barriers to communication, including (1) the

---

[1]Daniel A. Sugarman and Rollie Hochstein, "I Love Him . . . But Do I Like Him?" in *Marriage Means Encounter*, ed. by George Roleder (Dubuque, Iowa: W. C. Brown Co., 1973), p. 15.

[2]Frank D. Cox, *Youth, Marriage and the Seductive Society* (Dubuque, Iowa: W. C. Brown Co., 1969), p. 46.

[3]Virginia Satir, *Peoplemaking* (Palo Alto, Cal.: Science and Behavior Books, Inc., 1972), p. 170.

listener's thinking of something else, (2) the listener's being pre-occupied, (3) the use of preconceived ideas to distort what is actually said, and (4) distrust or erroneous evaluation of the speaker. O'Neil has spawned many thoughts on communication by advocating "open" marriages which are characterized by the sharing of most thoughts, emotions and actions, but not all. Individual differences and personal changes need to be more readily accepted. Responsibility must be shared, and willingly accepted and given. The need for the individual to grow for her/himself needs to be communicated as a compatible extension of growth as a couple together. A dynamic relationship, with goals that change via thorough discussion and mutual considerations, gives plenty of opportunity to practice communicative skills.

The good teacher will realize the role of the socialization processes to marital harmony. Integrity in decision making will withstand solid evaluation. Stability can resolve out of heterogeneity and pluralism with constant practice in problem-solving techniques. All life is a series of choices, and youth need to develop skills in value clarification. Raths, Harmin, and Simon, and others have offered techniques and suggestions to aid the teacher in valuing activities.[4,5]

Essentials of Curriculum

Once the classroom atmosphere and communicative skills have been achieved, discussion in the highly emotional and often private aspects of interpersonal relationships at all levels can be conducted. Preparing students for successful marriage involves discussions, debates, analyses, and evaluations of vital areas in which future needs will require understanding. A partial listing may include the following:

- historical aspects
- religious implications
- marriage preparation and selection
- marital adjustments
- sex in marriage, including differences in sexual satisfaction and needs
- divorce
- pregnancy, childbirth, contraception
- readiness for parenthood and child rearing
- our changing family structure in society
- mixed marriages using a wide variety of variables
- love and marriage
- venereal disease
- abortion
- roles in marriage
- finances
- kinship problems
- alternative marriage forms
- satisfaction in marriage
- problem solving techniques
- use of leisure time
- the marriage ceremony and preparations, and the marriage contract

There are many classical, as well as contemporary sources, for teachers to find basic material dealing with the above topics. A prerequisite for discussion and evaluation of marital readiness and success potential must be an understanding of human sexuality from historical, sociological, and psychological viewpoints. Too many married couples today do not understand the basic functions of their own body including the biological influence on psychological well-being. In order to be willing to take the risks associated with loving someone, an individual must be very secure in his/her own self-concept. While love may not be a necessary nor a sufficient condition for marriage, self-love is a vital ingredient in the preparation of the psychological environment required for open communication in threatening areas. Hettlinger[6] outlines a number of essential elements for sexual maturity, a prerequisite for marital success.

Some Thoughts on Marital Success

Success in marriage begins with success in early interpersonal relations. If one can get along well with himself and thereby have the basis for getting along well with others, training in non-threatening, non-sexual, minimally emotional aspects of life can be transferred to the vitalities of the marriage scene. Dwelling on the negative aspects of these subjects can be

[4]Louis Raths, E. Harmin, and Sidney Simon, *Values and Teaching* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966).

[5]Sidney Simon, Leland Howe, and Howard Kirschenbaum, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (New York: Hart Publishing Co., Inc., 1972).

[6]Richard F. Hettlinger, *Sexual Maturity* (Belmont, Cal.: Wadsworth Publishing Co., Inc., 1970).

used to provide insights and dealing with the factual aspects is vital to understanding, but, how much of our actual classroom and homework time is spent attempting to take a *positive* approach working with the *affective* and *behavioral* domains?

The "why" of marital problems have been studied long and hard, although too often only in connection with the singular resolution of divorce. Such factors as the increased life expectancy forcing us to endure marriage for fifty or more years rather than a mere twenty or thirty has been on the top of the list. Financial aspects of living together has long been the leading correlate to divorce. The role of sexual dysfunction, and difficulties with "desire quotients" and satisfaction abilities have long been a mystique of marriage. Boredom with life in general, and a situation in particular, has often been quoted as a precipitating cause to the end of marital bliss. Religion has reared its ugly head as an accepted factor in irreconcilable differences. The in-laws and the out-laws are favorite targets as excuses for personal failures. Yet when in-depth analysis is done, several commonalities come to light through the smoke screen of shallow afflictions.

Too often people have married for the wrong reasons: fear, insecurity, revenge, infatuation, rebellion against parents, legalization of sex, social approval, money, status, pity, adventure, protection against loneliness, rebound phenomenon, etc. The potential marriage partner must be *mature*, especially in the complex world of today. S/he must be prepared to accept responsibility and to develop a relationship based on trust and honesty. How can this be achieved when we are not honest with ourselves and fear open communication of our most treasured thoughts? Marriage is too often looked upon as a panacea for all the ills of the world that have invaded our life. Realistic expectations, of both positive and negative bent, must accompany the decision to *invest* in someone else's life. The individual who has low self-esteem and has not yet "gotten his own head together" is a poor risk for marriage. Personality conflicts are a realistic part of any relationship. Many today are questioning whether love is an appropriate reason for marriage. The factor of *readiness* needs to be discussed. Our limited statistical data, from abroad as well as at home, indicate that the postponement of marriage until other personal problems are solved, or at least under control, has a high correlation with happiness in marriage.

What can be done to improve the chances for a successful marriage? Schools and other learning centers must provide opportunities for students to practice recognized skills that have the potential to enhance interpersonal relations. Such skills include:

(1) analyzing self in regard to needs, desires, maturity level, readiness for marriage, expectations, etc.
(2) evaluating characteristics wanted in a marriage partner to facilitate better mate selection, a major key to happiness
(3) considering areas of adjustment in which the learner is willing to give more than s/he receives, and areas which have the least flexibility
(4) developing techniques to open the lines of communication
(5) stabilizing the financial situation of the family via earned income and/or controlled budgeting
(6) observing and analyzing various models so that wholesome, positive attitudes are brought to the marriage
(7) developing the ability to discuss honestly and openly those aspects of sex that the individual finds important
(8) learning to "fight fair" so that the emphasis of disagreement is on the subject matter and not on personalities
(9) giving and interpreting non-verbal as well as verbal cues as communicative aids
(10) preparing for the stresses placed on the family unit in times of marital discord, dissolution, pregnancy, and sexual difficulties.[7]

In addition to skills, education has a major role to play in providing information related to marital success. Such aspects as the following are valid topics for discussion and dissemination.

- long courtships, later marriage age, and delay in having the first child as high correlates of a successful marriage
- alternatives to marriage especially for the pregnant teenager (since one-third of all pregnancies are with teenagers)
- similarity of backgrounds and interests, and the concepts of endogamy and exogamy

---

[7]"The Stress of Adjusting to Change," *New York Times*, June 10, 1973.

- liking a person as a friend as a basis for success as a lover
- the effect of group counseling in stimulating pre-marriage *questions* needing consideration
- the pace of life as a factor in having time to get to know and enjoy the marriage partner
- reasons individuals may have for getting married or remaining single
- the role of children in marital success
- the effect of a sense of humor in the area of interpersonal relations, especially as it relates to sex
- emotional stability, self-respect, and a certain degree of self-sufficiency as factors in the ability to share
- recognized alternative life styles to the traditional marriage concept
- a positive attitude that marriage can work if both partners are willing to make adjustments and work at it as a key to success today

In addition to classroom opportunities, the teacher may also suggest some societal changes that might improve spouse relationships. Some possible areas for discussion include:

1. varying the marriage license
2. requiring pre-marital counseling
3. making marriage more difficult to obtain
4. increasing the alternatives for child care
5. making "children by choice only" more meaningful
6. eliminating societal pressures to marry
7. requiring compatibility evaluation
8. increasing the minimum legal age for marriage
9. increasing the time between the application for a marriage license and its issuance

Conclusions

Education today is intimately involved in the concept approach. Teachers need to leave with their students major concepts developed from discussions and evaluations of the marriage scene. Statements such as "all marriages are 'mixed' to some degree," and "marriage is not a universal 'good,'" may stay with students longer than statistics and minute details, although their understanding of these generalizations is built upon the facts and statistical details.

Too frequently a discussion of marriage has been left to a senior course in high school, and yet there is a great need to discuss family life much earlier. Those who leave school before reaching the twelfth grade are often those who need the help most. Some of them may have poor modeling at home and atypical family life with high stress interpersonal relations. They may be likely to marry for the wrong reasons and to divorce early. Family life education in elementary as well as secondary schools might help.

The future of marriage in this country is sound for a long time to come. It will have more variations in form, meaning, roles, degrees of satisfaction, and the like, but it will survive. Education for marriage can help it survive in a more pleasant state!

☆☆☆ ☆☆☆ ☆☆☆ ☆☆☆ ☆☆☆

"Even if you're on the right track you'll get run over if you just sit there."

☆☆☆ ☆☆☆ ☆☆☆ ☆☆☆ ☆☆☆

MARRIAGE:

THE INEQUITABLE CONTRACT

Charlotte Hunter Waters
Public member of the Illinois Commission On The Status Of Women; Chairperson, Illinois NOW State Task Force On Rape, and formerly State Legislative Coordinator for Illinois NOW. Doctoral student in Vocational and Technical Education; EPDA Fellow

"Promise me one thing?" my fiance asked.

"Yes, anything," I replied.

"Never sign contracts nor papers of any sort, before you have read every word and understand all the fine print."

This may not sound like the typical lover's request, but my husband-to-be was a law student and he was very aware of how consumers were often duped by legal contracts. I have been married for over twelve years and have faithfully kept my promise. We don't have any unwanted magazines, pots and pans, vacuum sweepers, or insurance policies due to my failure to read the "fine print." However, I must admit, there was one contract that neither my bright young lawyer husband nor I bothered to read—our marriage contract. Even if we had, the "fine print" would have been missing.

These invisible provisions are a source of concern for all women because they greatly affect our legal rights. Unfortunately, too many girls and women are uninformed as to how their legal status changes upon marriage. Home economics teachers are a natural group to help young women become aware of the many archaic laws that treat adult females as children, chattel or charges. Furthermore, I feel they could play a pivotal role in helping students—particularly females—to make decisions about their multiple roles based on knowledge and not out of ignorance.

The purpose of this article is not to suggest that women should avoid getting married; it is, however, to point out the damage false security and ignorance bring to a marital relationship. Comment is offered to this end.

The Inequitable Contract

The traditional marriage contract should more properly be titled the "inequitable contract" because women forfeit certain legal rights when they say "I do." The precedence for the "inequitable contract" has been set by the tradition which makes the marriage contract a *property* settlement that comes under the court's jurisdiction when certain conditions occur, i.e., divorce or death. This precedence is well established in the American legal system.

A few words on the background and history of our legal system seem in order since most women have only a most meager notion of how the legal system was established. One of the basic difficulties stems from the language. Terms such as "common law," "statutory law" and "case law" require separate attention and understanding.

Common law has its origins in the English system of governing subjects through custom and usage. It evolved over the centuries in a hit-or-miss fashion. This aimless collection of principles and practices was adopted by the early colonists and has become the basis of American law at the state level.

Common law was transformed into statute law during the nineteenth century when state legislatures extracted from it the principles which they wanted to become laws of the states. When the states do not have a statute for a specific situation, common law prevails. Statute law is divided into two main categories: criminal and civil. The marriage contract and domestic relations fall under both categories.

Statute law is interpreted by the courts and each time a judicial decision is made it becomes a part of the appropriate statute. Case laws are precedents related to statute laws. Case law is used to show how the law has been applied in a specific situation.

State laws are only part of the legal picture. There are four major routes to establishing

laws which govern our lives: 1) legislation enacted by state legislatures (discussed above); 2) legislation enacted by the U.S. Congress; 3) U.S. and State Supreme Court decisions (case law); and 4) the U.S. Constitution. The marriage contract is rooted in the common law tradition under state statute laws. The law varies from state to state and this further complicates the deciphering of the "fine print." (One obvious solution to this problem is ratification of the ERA—but this is a topic for another article.)

Depending on which state you reside in, "I do" often translates into "I do forfeit one or more of the following:"

- my name
- my domicile rights
- my credit worthiness
- my inheritance rights
- my right to refuse sexual relations

Although these are the most glaring examples of the legal consequences due to marital status, there are many other provisions which are tangentially related to the marriage contract. A close examination of all these provisions is beyond the scope of this article. The areas listed above were selected to show how patriarchal control still dominates state laws.

What's In A Name?

When Juliet asked this question she was suggesting that a name should not be an obstacle to a marriage union. Shakespeare's "star-crossed lovers" have not been the only couple affected by a name. Today, many women are raising new questions about a bride's surname: Why must a wife assume her husband's name when she marries? What does this do to a woman's personal identity? How does this perpetuate the idea that women are the property of men? Why are symbols important? Do women lose their individuality? What effect does a name have on children?

Common law permits all persons to use whatever names they wish as long as their motives are honest. Only Hawaii has a state law which says that a woman must take her husband's name when she marries. Names have never been part of the legal common law marriage contract; custom and tradition have influenced this practice. In this one instance, oversight in the common law has left a woman the right to choose her own name. Due to this fluke, a woman does not legally have to forfeit her name upon marriage.

A national clearinghouse of information on the name issue has been formed and its purpose is to end prejudice and discrimination against women who wish to determine their own names. Interested persons should contact: Center for a Woman's Own Name, 261 Kimberly, Barrington, Illinois.

His Home Is Her Home

In 1765, Blackstone spelled out the common law that still prevails: "The husband and wife are as one, and that one is the husband."[1] Thus, in the eyes of the law, it is the duty of the wife to accompany her husband wherever and whenever he finds it necessary or desirable to change his residency. Since several legal rights of an individual are determined by residence, the location of a legal domicile is an important issue. These legal rights include: divorce suits, child custody, liability for taxes, administration of an estate, voting privileges, ability to run for public office, ability to serve on juries, and eligibility for tuition and scholarships at state schools.

Almost half of the states deny a married woman the right to retain or establish a separate domicile or residence from that of her husband. What affect does this have on the promotion and career opportunities of women? How are these laws barriers to equal educational opportunities? How do these laws impinge upon a married woman's constitutional guarantees? What domicile should the minor children of the marriage have? We can form two conclusions: first, these questions do not have simple answers and second, women need to be informed of their legal position before they marry.

---

[1]Sir William Blackstone, *Commentaries On The Laws Of England,* 1765, quoted by Mary Beard, *Woman As Force In History* (New York: MacMillan, 1946), p. 108.

She Deserves Credit

Married women constitute one of the largest groups that are severely discriminated against in the granting of credit. The source of the problem can usually be found in one of the following three areas:

1. A woman, upon marriage, is generally required to reapply for credit in her husband's name. Creditors do not ask men to reapply when they marry.
2. A wife's earning power is rarely considered when a married couple applies for credit.
3. A married woman has trouble obtaining credit in her own name.

These damaging practices spring from a stereotypic view of the married woman's participation in the labor force and from the Blackstone principle mentioned earlier.

Times-are-a-changing as evidenced by available statistics which make it apparent that with both husband and wife present, in two out of every five families both spouses work. The belief that children create a dropout from the labor force lacks substantiation. In the last decade the work force of women ages 20 to 24 with preschool-age children rose from 18% to 33%. In 1969, 44% of all mothers with children under six years of age were employed and 64% of black mothers with preschoolers fall into this category. Moreover, several recent studies have shown that marital status does not determine a person's credit-worthiness and that women are better credit risks than men.[2]

Help is on the way as new credit legislation is being introduced in some states to alleviate the problem. Meanwhile, how many families will be prevented from purchasing a home or car which fits neither their desires nor income?

Her Survivors

Discriminatory inheritance laws are a prime example of how the marriage contract is inequitable. In some states a widow is not considered the owner of community property while in others, women who inherit are forced to pay a higher tax than men who inherit because a man is presumed to have "earned" the money in the estate but the woman has not. For example, the farm wife who works side by side with her husband in the business of farming must prove her ownership of goods upon the death of her husband. No such proof of ownership is required by the husband in the event of her death.

Property Violated

The public policy of the courts has been not to interfere with the marriage relationship. The rationale behind this policy is that the courts are not able to supervise the day-to-day problems between husband and wife. This would be a sound and logical policy if the laws were equitable. However, since matrimonial law is basically intended to protect men from having their property violated, many women have found that little protection has been provided for them. Girls and women should be aware that a wife is a man's sexual possession and cannot be raped by him. Since rape is a heinous crime, women regardless of their marital status should be protected. As long as the marital contract is regarded as a property contract, a woman's economic and legal dependence will be used to control her sexual behavior.

When The Contract Is Broken

For most married women, the reality of being their husband's property will not hit until the marriage contract is broken either through divorce or death of their husbands. The soaring divorce rate, combined with the longer life expectancy span of women, increase the chances that more and more women will find themselves confronted with a broken contract. In the past, the marriage contract, even though inequitable, offered women more security because they tended to accept the contract under all circumstances—good and bad. Since this is no longer the situation today, tomorrow's bride is at a somewhat greater disadvantage than her grandmother was when she married.

A woman is slightly better off when she is widowed than when divorced because by and large, the lawmakers have provided for the needs of the widow. Divorced women, on the

---

[2]William Moskoff, *Women and Credit In Illinois: A Case Study In Sex Discrimination*, 1975, unpublished paper presented to the Illinois Commission On The Status of Women, Springfield, Illinois, p. 8.

other hand, have problems of enormously greater magnitude than is generally known. For example, 99% of all divorced women will not be beneficiaries to their ex-husbands' life-insurance or collect alimony. It is easy to understand, by this example, that women no longer have the luxury to avoid learning about their legal rights.

Conclusion

This article has been limited to married women and some of their legal problems. It would be a mistake, however, to assume from the discussion that single women have all the advantages—for they do not. Currently, there are more than 1,000 federal and state laws which discriminate against women and many more which treat them differently than men. Consequently, all women need to investiage how the laws affect their lives.

I offer the following suggestions for helping women to learn about their legal rights and to improve their legal status:

1. A copy of the state statutes which govern the legal rights of married women should automatically accompany each marriage license.*
2. High school curriculum should include a mandatory section on the legal rights of married women.
3. State laws that require men to have parental consent to marry at a later age, while women may marry without consent much younger, should be eliminated.

In looking back at the promise I made to my husband before our marriage, I realize how little I knew about my own legal status and how marriage would change it. The woman's movement has raised my consciousness concerning the law and stimulated the trend toward equal treatment between the sexes under the law. I have also learned that the ways of the law are painfully slow and that women can expect the "inequitable contract" to be with us for a long time. For this reason, we must employ other approaches in addition to legal reform. Utilization of the three suggestions above can assist in making the "fine print" **BOLD** for our daughters.

---

*In Illinois persons may consult "The Right of Married Women Act," Chapter 68, *Illinois Revised Statutes*, 1971.

THE MARRIAGE GAME

UNDERSTANDING MARITAL DECISION MAKING

The above is the title of a simulation that has come across the editor's desk which seems to offer promise as a tool and teaching technique. Published by Random House (New York) it is a rather complex activity which can involve varying numbers of students. The book includes instructions, background reading, forms (e.g. Partner Rating Form, Leisure Activities Work Sheet), coupons (e.g. sex gratification), decision records, etc. Players state value preferences, calculate resources, make decisions, allocate time, and react to partners.

It is designed to simulate the early years of a family life cycle and each round of play represents one year. Authors are Cathy S. Greenblat, Peter J. Stein, and Norman F. Washburne.

De-isolation of the Nuclear Family as a Preventive Measure Against Child Abuse

Beverly A. Morgan, M.Ed.
Home Economics Teacher
Glenbard South High School
Glen Ellen, Illinois

There is a war going on in our nation, but unfortunately, the battleground is behind closed doors. The public becomes aroused when one of the casualties or fatalities is revealed, but the sentiment is not strong enough to generate a dedicated force of protestors. The war is carried out within the home and the battle is between parents and innocent young children. The victims are usually under the age of three years. They are victims of child abuse. Eighty percent of abused children live with their natural married parents.

The problem of child abuse is difficult to identify. It is difficult to distinguish between real abuse and accidental signs of disciplinary punishment. "The amount of yelling, scolding, slapping, punching, hitting and yanking acted out by 'normal parents' is shocking. The abused child is not an isolated phenomenon but the extreme form of what we would call a prevalent style of childrearing in our culture" (6, p. 104).

The values and structure of our culture exert pressures on the childrearing environment. Parents are expected to raise perfect children. Situational pressures and social context contribute to the chain of events leading to child abuse. Money worries, unemployment and illness, the isolation and privacy of the nuclear family lead to intensive parent-child interaction (8, p. 299). Isolation of the nuclear family does not mean the absence of interaction, but it does mean living in separate households in a different community from one's parents, being economically independent and being emotionally focused more on one's spouse and children than on one's parents and blood relatives (8, p. 122). The isolated nuclear family sees the home as a refuge from the outside world, but in reality, it magnifies the strains because there are so few people involved (8, p. 62). The suburban automotive way of life and the general feeling that public places are unsafe increases the isolation. America is often described as child-centered. In actuality more hostile environments exist for children than do friendly welcoming ones. There are very few places that welcome small children.

Skolnick says "the isolation of the nuclear family household and the strains of the modern female role probably have the most impact on the relationship between the mother and young child" (8, p. 134). Goode emphasizes the contrast between the ideological values of the conjugal system —freedom, individualism, sexual equality—and the daily realities of the housewife. The woman is liberated from the extended family only to find that her domestic burdens are increased rather than lessened. There is little relief from child care (8, p. 133). The absence of other women in the home makes it impossible for the wife in a time of stress or tension to direct her child to a less emotionally involved person. Even labor-saving devices do not liberate the wife. These devices raise the standards of cleanliness and allow for more domestic production in one day. Modern social conditions break family ties and at the same time make them more needed. Work takes the father out of the home for most of the day and this lessens interaction.

Modern parenthood involves myths. Folk beliefs about parenthood convey the notion that parenthood is rewarding and fulfilling and that children can bring a marriage closer together. On the contrary, children may disrupt a marriage. Following childbirth the amount of time the wife and husband converse with each other is cut in half. Some women become indifferent toward sexual relations. The presence of the infant looms large with his crying, feeding and bathing routines. The new mother starts out immediately on a twenty-four hour a day duty with full responsibilities (8, p. 301). "The relation of parent to child is one of sacrifice; children add to the burden of the parents in their struggle for existence. The interests of parents and children are antagonistic" (8, p. 273). It is a small wonder that adults prefer passive infants. "An aggressive, high-strung infant is almost always resented" (1, p. 84).

In childrearing patterns, the mother of the isolated nuclear family does not rely on the advice of her own mother, but consults the experts. The more awareness a mother has of the childrearing literature, the more uncertain she may feel that she is doing the right thing. "Attention to the experts seems to raise anxiety rather than reduce it" (8, p. 303).

One of the characteristic phenomena of everyday life is the repetition by parents of their own infantile conflicts as they live with their children developing through life's stages. The parent transfers his/her own childhood neurosis into the current epoch of parenthood. The parent who hoarded as a child will become anxious at every occasion of the child's willful waste (1, p. 58). Parents carry on the old tradition of authority and raise their children as they were raised. A. S. Neill feels that the world is sick because nobody is himself. Everybody is conditioned by somebody else (1, p. 131).

Child abuse can be understood as a reaction to the strains of parenthood. The strains are magnified in the isolated nuclear family. The helplessness of the child may be the stimulus for child abuse by parents who themselves are overwhelmed by feelings of helplessness. Abusers in whom there is a definite psychosis represent only a part of the total population of child abuse. Social, economic and demographic factors are unrelated to the act of child abuse. Social and economic difficulties put added stress in people's lives and may contribute to behavior which might otherwise remain dormant (2, p. 18).

Child abusers do not form a homogeneous group. They come from all socioeconomic strata, all educational levels, and all ethnic groups. Frequently the statistics concerning child abuse are skewed but this may be determined by the sample. Social agencies, welfare organizations and municipal hospitals draw most of their child abuse from the lower socioeconomic strata while private medical and psychiatric practice draw theirs from the middle and upper classes (6, p. 106).

In a study of child abuse by Helfer and Kempe, the child abusers reported being abused themselves as children. All had experienced a sense of intense continuous demand from their parents. This demand was in the form of expectations of good, submissive behavior, prompt obedience, never making mistakes, sympathetic comforting of parental distress and showing approval and help for parental actions. Such demands were felt to be excessive, not only in degree but in their prematurity. There was a sense of constant parental criticism. His own performance was always pictured as wrong or inadequate. His own needs, desires and capabilities were disregarded and unfulfilled. Everything was oriented toward the parent; the child was of less importance (6, p. 111).

All were deprived of basic "mothering"—a deep sense of being cared for and cared about from the beginning of one's life. More specifically, mothering involves the mechanical aspects of feeding, holding, cleaning and clothing the infant; whereas motherliness connotes the emotional feelings of tenderness, awareness and consideration of the needs and desires of the infant. Motherliness is the atmosphere in which the mechanical functions are performed. Physical abuse is associated more with the breakdown in motherliness than with deficits in the other aspects of mothering. The motherliness attitude is mixed with constant tension and frequent disruption. It is often during the mothering acts when the abuse occurs. This is because of difficulty in maintaining an attitude of motherliness, not because of an inability or lack of desire on the part of the caretaker to perform the caretaking acts (6, p. 113).

The early identification with the image of an insufficiently caring mother is the basis of the diminished motherliness that is found in the adult. Because they as children interpret their own mother as not caring for them, they go through childhood to adulthood looking for someone to mother them. As adults they persistently return to their parents for some evidence of love and understanding but usually find only criticism. They speak of having many friends but these relationships are rather shallow. Thus the abusing parent tends to lead an alienated or isolated life. He believes that his needs can never be met by parents, spouse, friends or society. One hope is left—that his child will give him love and comfort. This is a role reversal (6, p. 120).

The child abuser has low self-esteem and a loose collection of unintegrated, disparate concepts of the self. He turns to the infant for love and when the infant does not act in an obedient, loving way abuse occurs.

> The parent approaches each task of infant care with three incongruous attitudes: 1) a healthy desire to do something good for the infant, 2) a deep yearning for the infant to respond in such a way that will fill the emptiness in the parent's life and bolster his low self-esteem, 3) a harsh authoritative demand for the infant's correct response supported by a sense of parental rightness. If the caring task goes well, then there is no attack (6, p. 130).

Bakan feels that one of the greatest obstacles in dealing with child abuse is the parent's feeling that the actions were justified. Psychologically he has permission from the superego to abuse his child. This permit is irrevocable, handed down to him at the time he was abused by his original superego figure (2, p. 116). The ego ideal shows love and concern for the infant, but under stress, the stronger punitive superego wins out. The stronger the parent's conscience, that is the stronger their inhibitions, the greater will be their hostility against the child's freedom. At some level of consciousness, the aim is to kill the child, to be rid of it.

Usually only one parent attacks the infant. The other parent contributes by openly accepting it. They have the same feelings but in a lesser degree. They have the same philosophy that children should satisfy parental need. They usually protect each other and protest their innocence.

The child-victim fears the attacks from his parents. He is dependent upon his parents and does not call out for help for fear of future reprisal. He keeps the attacks a secret and guards the secret so well that it is lost even to memory. Abused children develop such traits as fear of being alone, continued whimpering, shyness, fear of new situations, hyperactivity, destructiveness and depression. "He who lives in an environment that is cruel or indifferent to him develops hostility, resentment, hate and pessimism, all of which make it very difficult to be liked. . . . The abuse of a child creates a child who invites abuse" (2, p. 111).

Cases of child abuse require the close cooperation of many disciplines, namely the pediatrician, psychologist, psychiatrist, social worker, child welfare worker, law enforcement and legal attorneys. The physician has a responsibility to both the child and his parents. He must not alienate the parents in attempting to help the child. He must give a complete medical examination and make a diagnosis. He should protect the child, find counseling for the parents, report his findings to the child protection agency and follow up both medically and socially. Many physicians are reluctant and unwilling to accept this responsibility.

The child protection agency must seek out abuse cases since the parents do not ask for help. Fontana recommends that the agency try to rehabilitate the parent with guidance and counseling on the fundamental obligations of parenthood (4, p. 25). This method is erroneous because the parents already feel that children are a burden. "Child abusers are people who learned early in life that those to whom one looks for help are those who will attack and that to look for help is hopeless" (6, p. 139). They have learned that safety lies in self-negation and in submissively trying to do what others expect. The social worker should not be directive because child abusers are very easy to dominate. S/he should not criticize them or make them feel inept. Through a close relationship with the parent, the social worker becomes an accepting, non-critical parent substitute.

Law enforcement agencies are often consulted in child abuse cases because of their twenty-four-hour availability and their experience at collecting evidence for criminal cases. They can also provide for the immediate safety of the child. However, the authority figure of the police is a punitive force which interferes with the treatment of the abusive parent. The physician can provide for the child's safety by hospitalizing the child, thereby removing him temporarily from the home. Criminal charges should not be the goal in child abuse. Reuniting the parents and child in a better relationship is the goal.

Treatment should be oriented to the parent as a human being. The total personality needs to be treated. Parents do provide care for their offspring, but there is also the opposite wish to abuse and destroy their own children. This wish is unconscious but it is more therapeutic to make it conscious (2, p. 13). The parent is encouraged to verbalize his negative feelings about the child. The child protection agency should give skilled help to the parents to enable them to provide a stable and happy family life for their children. It needs to familiarize the parents with the resources for help within the agency, the community and within themselves.

The social worker from the child protection agency should help to change the parents' isolated way of life. She should help them seek more social contacts with friends and neighbors. Abusive parents are deeply suspicious of the motives of other people and already have poor relationships with people. The more involvement there is with others, the less the baby is used to supply parental comfort. The social worker should help the clients establish a better relationship with their own parents, especially their mothers. If this is not successful, then the psychiatrist should help the patients learn to cope with their abusive past. Group therapy sessions are helpful in improving the parents' low self-esteem.

Sometimes the parent needs such simple help as finding a babysitter. An organization of child abusers called Mothers Anonymous provides a sympathetic ear over the telephone and

a place for mothers to go when they feel on the verge of striking a child (3, p. 94). Pohlman believes that most mothers need to be away from their children for a few hours each day. Such a recess permits a mother to relate to her children with greater zest and effectiveness (8, p. 310). It was found in the kibbutzim that parents could love their children more if they saw less of them. To accomplish this we need part-time, drop-in child care facilities.

In order to reduce the excessive demands and criticism placed upon their children by the abuser, an understanding of the child as an individual with age-appropriate needs and behavior could be achieved by mini-courses in child development with other abusive parents. Laboratory experience could be provided with a day-care center or nursery school. This would also help them make social contacts and reduce isolation.

It should be remembered that most of the world's children live in large households. The typical American child leads a lonely life. The attention and comforting a child receives is roughly proportional to the number of adults living in the household. Great demands are placed on limited parental resources of time, energy and money (8, p. 299). Failures in mothering should not be blamed on individual women but on the isolated nuclear family structure and the failure of society to provide institutionalized substitutes for the extended kin (8, p. 306).

Gordon cites David Cooper who feels that the nuclear family restricts the individual from developing his full potential emotionally by offering the illusion of "quantifiability of love." This means that we only have so much love to offer and this love is exhausted in a monogamous relationship. "We need to destroy the notion that the world outside the family is hostile and cold and that only in the bosom of the family can love and safety be found" (5, p. 22). In a commune children have totally free access to adults beyond the biological parental couple. Some of the supportive roles found in a commune could be achieved by forming a coalition of nuclear families or a co-op in a residential neighborhood.

When are child abusers considered cured? Some of the signs of improvement are directly related to their improved self-esteem. The patients feel better about themselves, have a new capacity for friendship and more compassion for their mothers. The activities of the patients become more useful to them and they develop a capacity for fun-seeking. They have stopped doing things that bring more anguish than satisfaction (6, p. 164).

If no improvement occurs in the case within six months, more severe measures should be taken. If improvement does occur, the agency should discontinue intensive services. If parents cannot profit by the help being offered, the agency has the right and responsibility to protect the welfare of the children (7, p. 61). The most important years of a child's life in terms of personality development are the first six years. Children have a right to a permanent home which fulfills their normal emotional and developmental needs. Because children cannot wait, their rights deserve priority over the rights of the parents.

ANNOTATED BIBLIOGRAPHY

Adams, Paul; Berg, Leila; Berger, Nan; Duane, Michael; Neill, A. S.; Ollendorff, Robert. *Children's Rights—Toward the Liberation of the Child.* New York: Praeger Publishers, 1971. Collection of six authors' ideas on children's freedom and rights. Opinions on discipline and the molding of children.

Bakan, David. *Slaughter of the Innocents: A Study of the Battered Child Phenomenon.* San Francisco: Jossey-Bass Inc., Publishers, 1971. Contains a good section on the history of child abuse and the fantasy of child abuse in nursery rhymes.

Blaine, Graham B. *Are Parents Bad For Children.* New York: Coward, McCann, and Geoghegan, Inc., 1973. Studies the effect of the family on children's adjustment in life. Delves into divorce, drug abuse, delinquency and investigates other alternatives to family living.

Breckenridge, Marian E. and Murphy, Margaret Nesbitt. *Growth and Development of the Young Child.* Philadelphia: W. B. Saunders Co., 1964. Textbook format dealing with the physical, emotional, and social growth and development of the child from birth to age twelve.

Council of Social Work Education. *Source Book of Teaching Materials on the Welfare of Children.* New York: Council of Social Work Education, 1969. Selected readings that give background on a variety of child welfare problems.

DeFrancis, Vincent. *Protecting the Child Victim of Sex Crimes Committed by Adults.* Denver: The American Humane Association, 1969. Research project investigating the incidence of sexual abuse on children and how it affects the child and the family.

Duvall, Evelyn Millis. *Family Development.* (2nd Ed.) Philadelphia: J. B. Lippincott Co., 1962. Textbook format emphasizing the developmental tasks of the family as it evolves through its life cycle.

Ginott, Haim G. *Between Parent and Child.* New York: Avon Books, 1965. A guidebook for parents in relating and communicating to children and handling childrearing problems.

Gordon, Michael (Ed.) *The Nuclear Family in Crisis: The Search for an Alternative.* Evanston: Harper and Row, Publishers, 1972. Explores the sources of tension within nuclear families that are contributing to the growing appeal of communal families.

Harris, Thomas A. *I'm OK—You're OK.* New York: Avon Books, 1973. Explains the transactional analysis approach to mental health. Every person has in his psychological makeup a parent, an adult and a child.

Helfer, Ray E. and C. Henry Kempe (Eds.) *The Battered Child.* Chicago: The University of Chicago Press, 1968. A thorough study of child abuse and the psychiatric traits of the abuser.

Neuhaus, Robert and Neuhaus, Ruby. *Family Crises.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1974. Describes social and family crises and how they affect the family.

Simmons, Harold E. *Protective Services for Children.* Sacramento: General Welfare Publications, 1968. Discusses children who need protective services, what kind of services are available in California, legal issues involved, and the role of the caseworker.

Skolnick, Arlene. *The Intimate Environment.* Boston: Little, Brown and Company, 1973. Textbook that is particularly useful in describing the traits and limitations of the isolated nuclear family.

References Cited

1. Adams, Paul; Berg, Leila; Berger, Nan; Duane, Michael; Neill, A. S.; and Ollendorff, Robert. *Children's Rights—Toward the Liberation of the Child.* New York: Praeger Publishers, 1971.
2. Bakan, David. *Slaughter of the Innocents.* San Francisco: Jossey-Bass Inc., Publishers, 1971.
3. Blaine, Graham B. *Are Parents Bad For Children.* New York: Coward, McCann, and Geoghegan, Inc., 1973.
4. Fontana, Vincent. *The Maltreated Child: The Maltreatment Syndrome in Children.* Springfield, Illinois: Charles C. Thomas, Publisher, 1964.
5. Gordon, Michael, ed. *The Nuclear Family in Crisis: The Search for an Alternative.* Evanston: Harper and Row, Publishers, 1972.
6. Helfer, Ray E., and Kempe, C. Henry, eds. *The Battered Child.* Chicago: The University of Chicago Press, 1968.
7. Simmons, Harold E. *Protective Services for Children.* Sacramento: General Welfare Publications, 1968.
8. Skolnick, Arlene. *The Intimate Environment.* Boston: Little, Brown and Company, 1973.

A TEACHING TECHNIQUE

A teaching technique has been suggested by the author of the previous article.

Principle to be taught: Child abusers are of all socioeconomic and educational levels, all races and ages, and both sexes, and victims of child abuse are from all kinds of homes.

Technique: On separate cards write the descriptions listed below and have students draw one in turn and place it in one of two piles: (A) Could suggest child abuse situation. (B) Child abuse not indicated

In discussions following this adaptation of the Q-sort, students learn that all cards could go in Pile A because child abuse situations are so varied.

FAMILY INCOME IS STABLE
VICTIM'S PHYSICAL CONDITION IS NORMAL
VICTIM IS ONLY CHILD
VICTIM'S ETHNIC BACKGROUND BLACK
PERPETRATOR'S SEX—FEMALE
SEX OF VICTIM IS FEMALE
PERPETRATOR'S ETHNIC BACKGROUND WHITE
VICTIM RESIDES WITH ONLY ONE PARENT
AGE OF VICTIM 3 to 6
VICTIM'S INTELLECTUAL FUNCTIONING IS NOT NORMAL
PERPETRATOR'S AGE 20 to 30
VICTIM'S SOCIAL AND BEHAVIORAL FUNCTIONING NORMAL
VICTIM RESIDES WITH BOTH PARENTS
PERPETRATOR'S AGE 30 to 40
PERPETRATOR WELL EDUCATED
PERPETRATOR'S SEX—MALE
VICTIM'S SOCIAL AND BEHAVIORAL FUNCTIONING NOT NORMAL
PERPETRATOR'S ETHNIC BACKGROUND BLACK
VICTIM IS NOT ONLY CHILD
VICTIM'S STEP PARENT HEADS HOUSEHOLD
VICTIM'S BIRTH IS LEGITIMATE
VICTIM'S INTELLECTUAL FUNCTIONING IS NORMAL
AGE OF VICTIM 1 to 3
FAMILY INCOME IS UNSTABLE
VICTIM'S ETHNIC BACKGROUND WHITE
VICTIM'S BIRTH ILLEGITIMATE
VICTIM'S BIOLOGICAL PARENT HEADS HOUSEHOLD
VICTIM'S PHYSICAL CONDITION IS NOT NORMAL
SEX OF VICTIM IS MALE
PERPETRATOR POORLY EDUCATED

TEACHING CHILD DEVELOPMENT TO TEENAGE MOTHERS

Joan W. Weigle

Joan W. Weigle has served since July 1971 as director of infant care and child development, New London (Connecticut) Young Parents Program.

Teaching child development to teenage mothers and pregnant school-age girls enrolled in the New London Young Parents Program, a project sponsored by the Maternal and Child Health Section of the Connecticut State Department of Health, has proved to be a challenging and valuable learning experience for me. The girls in the program, who are usually between the ages of 13 and 20, exhibit a wide range of needs, interests and abilities. Most cannot focus too long or with sustained interest on a formal study of children and since they seem to know very little about infants—the age at which a baby can be expected to smile, crawl, sit up or achieve other developmental milestones, for example—they often have unrealistic expectations for their chilren.

The girls may suffer from denial, repression, ignorance and fear, and many of their ideas about childrearing are based on old wives' tales. In many instances, these young mothers did not have good mothering themselves. So what do you do? You begin where they are, gain their interest and attention, and plunge ahead.

Since I began teaching child development to these young women three years ago, I have formulated two major goals: (1) to present knowledge about the growth and behavior of young children and to bring before them some of the expanding volume of recent findings from child development research and (2) to make them aware of the tool of "observing."

Through the approaches chosen to reach these goals, I hope that the girls will gain an understanding of the importance of childhood, an appreciation of the individuality of each child and some perception of their own personal development. Hopefully, each young mother will increase in self-awareness, develop self-control and self-reliance, and attain a feeling of self-importance and an ability to control her own life. With such understanding and improved self-image, a better capability to cope with her life should emerge.

The young women who are enrolled in the program certainly have to cope with a great deal. The list of difficulties is formidable:

First, most are adolescents—their average age is 15—who have their own developmental stresses, needs and moods. Then, although they are or soon will be mothers (who are considered "high risk" medically during pregnancy and delivery), they are still carrying out the role of daughter because they usually remain at home, where there is often continual stress. As students, many have not been successful. In addition, they may have to function as single parents. None of us knows what tomorrow may bring. However, for these teenage parents, the future almost surely holds a host of problems.

The major advantage these girls have is youth, with its resiliency, energy and capacity to have fun. In addition, they sometimes receive amazing emotional support from their families. Also to their benefit is the current focus by national, state and local agencies on the problems of young parents.

The child development course, which is offered once a week, is an accredited part of the academic program sponsored by the New London Public School System for pregnant girls and school-age mothers. About 20 to 25 young women are enrolled at the New London Center during the school year and receive full credit for completing academic subjects. In addition to the child development course, the Young Parents Program operates an infant day care center, which can handle up to 12 infants at a time, where the girls may bring their babies while they are attending classes.

I have found that the most desirable method of teaching child development is one that involves the students' direct participation—actively doing something—in workshops and by observing. The physical set-up at the New London Center, which is housed in an old school

Reprinted by permission from *Children Today*, September-October 1974, pp 23-25.

building, lends itself to these kinds of activities. The infant day care center is visible from the lounge where the girls gather and is close to the classrooms. The girls come to the infant center to feed their babies and often stop to visit between classes.

Much of our teaching is by "osmosis" as the mothers observe good techniques of child care in the infant center. Since good care is the young mother's concern as much as it is mine, I often adopt the technique that a mother prefers. If a method is not blatantly harmful, I will try her way. These young mothers seem to really want their babies. They get to know their needs, as do any new mothers, and they are concerned that they will be able to understand what their babies' cries mean and know how to deal with them. We encourage them to use their own common sense, for isn't confidence in one's method half the battle? Of course! Is there only one correct way to rear children? Of course *not!*

In addition to presenting good models of child care, knowledge of child development is shared in conferences two or three times a year between the mother and her child's caregiver in the infant center. These are special times to discuss the child's progress and future development. We try to be positive and encouraging with the mothers, but it is also our policy to be honest. Because we have built up a caring relationship with both mother and child, we can comment on any troubled areas, too. Photographs which are taken throughout the year are included in each child's folder and enhance the conference. (They also decorate walls.) Much teaching also occurs in the informal exchanges throughout the day, when the mothers arrive and comment on some activity or behavior of the baby the previous night, or at departure time when we might comment on the way a child put the cylinder in the sorting box slot 14 times in a row.

In the classroom, we cover basic developmental principles and general emotional, social, physical and intellectual development of children from birth to age three. We deal with an assortment of topics—discipline, children's fears, learning, play, day care and different cultural life styles—always trying to make the discussions practical and pertinent to the mother's needs. Our most popular workshop is one that demonstrates how to make toys out of readily available materials. We experiment with poster paint, finger paint and play dough as a sequel to viewing the delightful film *Early Expressionists.* Such films give a marvelous lift to classroom sessions, as they provide a change from the teacher's voice and vividly illustrate a lesson.

We also include a field trip to a well-administered local day nursery to expose the mothers to a model of quality day care. As they observe the teachers in the nursery school, they can also see some examples of how undesirable behavior may be handled.

The students complete written reports on their observations five times during the year, with one assignment being a report on a topic of the student's choice. Another report, to be written about the mother's hospital stay, is assigned to help her understand what the experience of giving birth has meant to her. In all assignments, we stress the importance of noting individual differences in children's physical achievement, development and personality.

The girls' response to the program may best be illustrated by their answers to such test questions as: "What was the most interesting topic covered in the child development class? Why? What did you get out of it?"

One girl replied: "Discipline . . . now I can cope with the things my little girl does wrong without yelling and hitting." Another said, "I was always puzzled about how I should go about dealing with my child's behavior, and now I have a better understanding of it." Other replies have included:

> "I had questions on how I should cope with my child when he's older. It helped me quite a bit. Now I have several different ways which would be the right ways to correct him when he does something he shouldn't do, ways that won't make him feel real bad and at the same time afraid of me."
>
> "Getting a spanking just wears off and children will grow up with a grudge and feel unwanted and unloved. If they're told 'you're bad' then they will continue to be bad. By showing them to do something that's fun and not harmful, they won't be offended."

The young mothers do give evidence of a beginning understanding of good child care. A year of once-a-week classes in school cannot make an expert mother. But then four years of college and the rearing of four children will not guarantee perfection in a mother, either. Nor will our classes enable the girls to handle all situations appropriately. But in each case the class experience does open their eyes. It is our hope that these young mothers will achieve

the ability to look and listen, learn a few valid techniques, and gain a sensitivity to building a sense of self-worth in their children so that they can then meet life with some measure of success and happiness.

Knowledge about one's own body and its functions and an appreciation and respect for it are essential to developing sound parental attitudes. Young people must learn not to abuse their bodies through drugs, demeaning sexual experiences and other self-destructive behavior. The child's appreciation of self, which begins when the infant plays with his toes and his genitals, depends on how the parents perceive that play, and how their attitudes about it are conveyed to the child. This points up the importance of good courses in hygiene, human sexuality and family living to give young people today the background of understanding needed to bring up a child. The prenatal course in our program serves as part of this essential education for parenting.

As society has functioned in the past, the *family* conveyed childrearing attitudes and skills. Now, with the predominance of smaller families who are usually isolated from close relatives, and with the emergence of so many single-parent families, there is less opportunity for young people to observe child care practices. Schools are beginning to accept the responsibility for education in child development. The joint Office of Child Development/Office of Education "Education for Parenthood" program is one example of the efforts that schools and others are making in this area.[1] We who are developing courses on our own will find the experiences of schools and organizations that participate in this program most helpful. James L. Hymes, Jr., professor of education at the University of Maryland and a noted authority on early childhood education, urges: "Right now without waiting any longer, we ought to have at least one public nursery school (or day care center) in every high school in America to help our adolescent boys and girls get ready for family life."[2]

The past experiences of these young mothers cannot be changed—the reality of their babies has forever changed the course of their lives. Although we realize that every mother is not going to meet success as a parent, we are reassured when we see a young mother whose baby is healthy and steadily advancing, and who has completed school and is making real efforts to control her destiny. We felt particularly proud when we heard this young mother's comment concerning her change of attitude toward disciplining her child:

"Discipline now means to me that there is a better way to correct your child than by hitting him all the time for doing something wrong."

---

[1]See the special "Education for Parenthood" issue of *Children Today*, March-April 1973. One of the articles in that issue, "School-Age Parents" by Shirley A. Nelson, describes the activities of the Consortium on Early Childbearing and Childrearing to help communities develop and improve services for school-age parents. The Consortium has recently developed curriculum materials to be used in programs for school-age parents. Now being field tested, these are designed both for the classroom and for use by students working individually outside the classroom. Further information can be obtained by writing: Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 19th St., N.W., Washington, D.C. 20036.

[2]James L. Hymes, Jr., *Early Childhood Education*, National Association for the Education of Young Children, 1971.

Breakdown of costs for the first child

Purchases

MEDICAL-HOSPITALIZATION

Mrs. Pierce's hospitalization, three days, basic room charge at $55 per day	$165.00
Delivery room for Mrs. Pierce	60.00
Drugs for Mrs. Pierce	18.70
Lab work for Mrs. Pierce	4.00
Medical supplies for Mrs. Pierce	20.00
Nursery charge for baby, three days at $25 per day	75.00
Lab work for baby	2.00
Medical-surgical for baby	3.50
Medical supplies for baby	1.50
Subtotal hospital	**$349.70**

MEDICAL-PHYSICIANS

Obstetrician	260.00
Pediatrician	40.00
Subtotal physician's fees	**$300.00**

BABY'S WARDROBE

3 gowns at $2.29 each	6.87
2 sacque sets at $4.25 each	8.50
3 kimonos at $3.35 each	10.05
3 bibs at $1.25 each	3.75
6 rubber pants (3 for $1.69)	3.38
6 undershirts (3 for $2.29)	4.58
1 sweater outfit	4.39
2 bonnets at $2.49 each	4.98
Sweater and pants	5.50
Subtotal baby's wardrobe (excluding gifts)	**$52.00**

NURSERY FURNITURE

High chair	19.80
Dresser	63.00
Subtotal nursery furniture	**$82.80**

NURSERY ITEMS

Material for curtains and bedspread at $2.29 per yard	18.32
2 blankets at $6.39 each	12.78
1 lamp	3.00
1 mattress cover	2.79
4 sheets	9.16
Diaper pail	3.00
Mattress	13.00
Baby pads	1.15
Diaper holder	7.50
Subtotal nursery items	**$70.70**

MISCELLANEOUS

4 washcloths	$1.79
2 towels	6.58
7 baby bottles	5.43
Cigars	3.00
Thermometer	2.00
Pictures from hospital	18.90
6 diaper lines at 98 cents each	5.88
1 fork and 2 spoons	2.75
Comb and brush	1.00
Baby oil, soap, etc.	7.30
Formula at $2.55 per week	2.55
Subtotal miscellaneous (excluding gifts)	**$57.18**

MATERNITY CLOTHES

Material for slacks, tops	$80.00
Maternity foundations, borrowed	
3 dresses	54.00
Subtotal maternity clothes (excluding borrowed)	**$134.00**

Gifts and Loans

No precise value can be placed on the items given or loaned to the Pierces. Many of the items, however, would have been purchased if they had not been gifts or loans. The prices listed are average ones for local stores.

BABY'S WARDROBE

2 play suits	4.99
2 bibs	1.50
3 dresses at $4.25 each	12.75
4 dozen diapers	30.00
4 pairs booties at $1 each	4.00
Subtotal	**$53.24**

NURSERY ITEMS

1 mobile	5.00
1 large crib	59.50
1 small crib	40.50
Subtotal	**$105.00**

MISCELLANEOUS

2 washcloths	1.40
1 diaper bag	6.00
Stroller	34.00
Dresserette	24.00
Baby book	3.50
Car set	28.00
Swing	13.00
Infant seat	5.00
Bumper pads	7.50
Car bed	35.00
Bottle sterilizer	15.00
Subtotal	**$172.40**

SUMMARY

	Purchases	**Gifts, Loans**
Medical (hospital and physicians)	$649.70	
Baby's wardrobe	52.00	53.24
Nursery furniture	82.80	
Nursery items	70.70	105.00
Miscellaneous	57.18	172.40
Maternity Clothes	134.00	
	$1,046.38	$330.64
Total of purchases, gifts and loans:		**$1,377.02**

Reprinted by permission of Editor D. G. Schumacher from *The Courier*, Champaign-Urbana, Ill., Oct. 6, 1974.

EDITOR'S NOTE:

Family relationships and consumer education overlap when plans are being made to spend the family income. The birth of the first child is a crisis time in families and the financial outlay is one of the factors. Students in child development or family living classes may find it a stimulating challenge to develop a list of needs and costs and then compare it with those above. (The editor had a first baby in 1949 for $250 by very careful management!)

'74 baby costs $1,377.02*

Nila Saliba
Of *The Courier*

Jennifer Lynn Pierce was born Aug. 2 in Burnham City Hospital at an initial cost of $1,377.02.*

Craig and Melissa Pierce, 909 W. Columbia St., Champaign, worked about three years to pay off a car and a truck, then save $3,000 for their baby so that "in case she had to have surgery or something was wrong with her, we'd be prepared."

"When we found out I was pregnant, my sister brought over all her daughter's clothes, so if it was a girl we had everything. We really didn't care (whether it was a boy or girl), we wanted a baby so bad," said Mrs. Pierce.

Of the total cost, $330.64 was contributed by friends and relatives in the form of loaned cribs, a swing, infant seat and maternity clothes.

Much of the cost also will be defrayed by insurance, but so far the Pierces are uncertain how much will be repaid.

In a similar accounting done by The Courier in 1971 with Mr. and Mrs. Stuart E. Jenkins, the cost was $1,635.02, including the $340 in antique nursery furniture purchased by the Jenkinses. With furniture costs eliminated from the totals, the Jenkins family still spent 80 cents more in having their son.

The Pierces did not escape the crunch of inflation, however. Mrs. Pierce's hospital room cost $55 daily compared to $52.50 for Mrs. Jenkins, but Mrs. Pierce was in the hospital three days compared to four for Mrs. Jenkins.

It also was $20 cheaper for the Pierces to have a girl because there was no circumcision charge.

The nursery charge increased $1 daily to $25 per day, but again, the Pierce baby was only in the hospital three instead of four days, another factor affecting total prices.

To compare a few infant staples, gowns were $2 each in 1971 and this year cost $2.29 each; saque sets were $2.75 and now cost about $4.25; five rubber pants were $1, now they are three for $1.69; four undershirts were $1, now they are three for $2.29, and the diapers, then $4.50 per dozen, now are $7.50 per dozen.

The day her first child was born, Mrs. Pierce was boat riding and fishing on a lake near Mattoon. When she recognized the first signs of delivery, the Pierces left for home where Mrs. Pierce recalled, "I took a shower. I was feeling great."

The Pierces had attended LeMaze classes and pretty well knew what to expect of the natural childbirth.

"We took lollipops, washcloths and popsicles (to help her relax) during the contractions. Craig took a lunch because he had to eat so he wouldn't faint during the birth.

"He was right there holding my hand (during the birth). (When the doctor held up the baby), I was so happy. Craig held her first, then they put her on my cart. We couldn't believe how much hair she had."

Pierce, who works for the Illinois Central Railroad, shares the 4 a.m. feeding responsibilities with Mrs. Pierce.

After helping raise five nieces and nephews, Mrs. Pierce said knowing about child care was no problem for her. Her husband now is a good baby-sitter she said, but "at first, she was so little he was afraid to change her diapers."

With Mrs. Pierce's two sisters, a grandmother and both their mothers nearby, baby-sitters are abundant.

The Pierces plan eventually to have three or four children and anticipate the next ones will be less expensive because so many items already have been bought.

---

*This figure would probably be $1495.44 for fall 1975 due to the 8.6% increase in the Consumer Price Index from September 1974 to August 1975. Source: Department of Commerce Report in *Wall Street Journal*, September 22, 1975, p. 1.

everybody gotta feel like somebody[1]

some thoughts on self-concept

Nelwyn B. Moore, Ph.D.
Associate Professor,
Department of Home
Economics, Southwest
Texas State University,
San Marcos

Most Home Economists already "feel like somebody," or do we? One study showed that college students, although above average in terms of population, rated themselves lower on a self-evaluation device than they were rated by either peers, superiors, or persons with whom they lived.[2] And even if, occasionally, we are kind to ourselves, theorists such as Carl Rogers tell us that this "feeling like somebody" is not a product to be achieved once and for all, but a process. We are always in the process of "becoming."[3] This suggests that our success in life, regardless of the roles each of us play, depends in large measure on how we feel about self, how worthy we feel as a parent, child, teacher, wife, husband, etc., or any combination of these possibilities.

"Worthies"

Everybody has a specific set of "worthies" or "ways your insides tell you to go."[4] How did we get this particular set of worthies? From earliest years, this self image was built into our memory banks by a building process which included many major influences.

Home Economists are well aware of the significance of the early years and the influence of parents, siblings, and peers in this process of self-concept development. Of the many inputs, it is recognized that the complex range of parent-child relationships is of paramount importance, and that particularly patterns, rather than single events, have molding effects. For example, parental giving or withholding of love or, in fact, the entire system of rewards and punishment used in the child rearing process is believed to be highly significant in the development of a sense of worth.

It is true that there are many influences, but it is also true that we are the ones who finally determine what our particular set of worthies will be. We, and only we, evaluate, accept and discard. What we say about self is final; it is most important. It may take a lot of positive self talk to upgrade a negative image but as we talk to self it is possible to grow into the self we talk.

But there is another problem. As well as having a particular set of "worthies" or ways our insides tell us to go, we also have the way society tells us to go. As a mother or a teacher, we act in certain expected ways. Many of us allow these roles, or what society tells us, to determine what we become instead of becoming what we ought to be. The trouble is that if behavior goes society's way, and feeling or "worthies" go another way, the inevitable result is tension. Many, in fact, never get their *ought to's* and *have to's* together. The degree of dis-ease in society is directly related to the discrepancy between *ought to's* and *have to's.*

Melding Ought To's and Have To's

How do we meld our sense of worth and sense of social responsibility? This is illustrated in what I call the Tree Story from Leo Buscaglia's beautiful little book called *Love.* Dr.

---

[1]Speech presented at the Phi Upsilon Omicron breakfast during the AHEA Convention in San Antonio, Texas, June 1975.

[2]Nelwyn B. Moore, unpublished action research, SWTSU, 1973-1975.

[3]Carl Rogers, *On Becoming a Person* (Houghton Mifflin Co., 1951).

[4]Ed Timmons, Professor, Louisiana State University, Presentation at Southwestern Life Insurance Co. Convention, Honolulu, Hawaii, October 1973.

Buscaglia, in lecturing to a group of high school students, was explaining that to know something was to experience it fully. He said:

> If you really want to know a tree, for instance, you've got to climb in the tree, you've got to feel the tree, sit in the branches, listen to the wind blow through the leaves. Then you'll be able to say, "I know that tree." And a boy sitting in the front, listening intently said, "Yeh, man, I'll remember that. That's where it's at." So during lunch time, this kid saw a tree and climbed up in it. The boy's vice-principal passed by, saw him up there, dragged him down, and kicked him out of school. When Leo returned to campus after lunch he was told of the incident. He said, "Oh, there must be a mistake; there was a misunderstanding. I'll go talk to the boys' vice-principal." Dr. Buscaglia continues, "I don't know why it is but boys' vice-principals are always ex P.E. teachers. I went to the office where he was sitting with his bulging muscles, and I said, 'I'm Dr. Buscaglia.' He looked up at me furious. He said, 'You're the man who comes onto this campus and tells kids to climb trees? You're a menace!' and I said, 'well you didn't understand. I think there was a little mis . . .' He shouted, 'You're a menace! Telling kids to climb trees! What if they fell out? They're problems enough!' Well I never got to him, it was impossible. I couldn't deal with him. So I went to the house of this boy who now had two free weeks to climb trees, I sat down with him, and he said, 'I think the thing I've learned from this is when to climb trees and when not to do it. I guess I just used bad judgment, didn't I?' He had listened, and he'll have to adjust to this man in the front office—but he's still climbing trees. There are ways to meet the needs of society, and still do your own thing. It's knowing where and when and how."[5]

How then, do we cope with both sorting out and selecting a set of "worthies" and meeting the demands of society? This is one of the primary questions of life, even for those who possess relatively good mental health. Who is mentally healthy? According to Perls, the psychotic person says "I am Abraham Lincoln," and the neurotic says, "I wish I were Abraham Lincoln," but the mentally healthy person says, "I am I and you are you."[6] Let's assume that mostly we are neither crazy nor neurotic but healthy enough to say "I am I and you are you." But let's also assume that there should be more to life than merely coping. There should be joy, real joy. As a human being I should want to be the "best me" that I can be. Rogers says that a healthy organism, when given a choice, always chooses "up" in terms of growth potential.[7] What then? Where do we start? How do we choose "up" or how do we go about being the "best me" that I can be?

Self Responsibility

First we must accept the responsibility for growth. It is a self-activity, something that only we can do. Now this is an exciting idea because it means the only meaningful competition for us is with ourselves. The hardest thing in the world for us to be is something or someone we're not, because we are competing with the genuine article. However, the easiest thing to be is ourselves, because we are the genuine article.

Newman and Berkowitz, in their recent book, *How to Be Your Own Best Friend*, remind us that we are not born with the secret of how to live but that it must be learned. They state:

> The first thing is to realize that we've probably been looking in the wrong place. The source is not outside us; it is within. Most of us haven't begun to tap our potential; we're operating way below capacity. And we'll continue to as long as we are looking for someone to give us the key to the kingdom. We must realize that the kingdom is in us; we already have the key. It's as if we're waiting for permission to start living fully. But the only person who can give us that permission is ourselves. We are accountable only to ourselves for what happens to us in our lives. We must realize that we have a choice: we are responsible for our own good time.[8]

But we decide: Are we for ourselves or against ourselves? That may seem like a strange question, but many people are literally their own worst enemy. As Pogo has said, "We have met the enemy and he is us." If we choose "up," we can help ourselves, we can opt to do the things that make us feel like somebody. But basically we must start by accepting the

---

[5]Leo Buscaglia, *Love* (Thorofare, N.J.: Charles B. Slack, Inc., 1972), p. 27. Copyright. Permission granted by Charles B. Slack, Inc.

[6]Frederick S. Perls, *Gestalt Theory Verbatim* (Lafayette, Calif.: Real People Press, 1969), p. 40.

[7]Rogers, op. cit.

[8]Bernard Berkowitz and Mildred Newman, *How to Be Your Own Best Friend* (New York: Ballantine Books, 1971), p. 22.

responsibility for self. However, this alone is insufficient for growth. There is a second factor that is important if I am going to be the "best me" that I can be.

Interpersonal Process

We must recognize that growth is an interpersonal process involving others. Powell says, "I must be able to tell you who I am before I can know who I am. And I must know who I am before I can act truly, that is, in accordance with my true self."[9] He is assuming that becoming the "best me" that I can be is not a solitary process. Without significant others, not only is our full potential stifled but eventually we are consumed by our problems. It is true, each individual has to be born by himself in his own little sack and each individual has to die by himself—but in the vast in-between, the name of the game is interpersonal relationships. The mentally healthy person moves beyond neurotic preoccupation with self into relationships with others.

Harry Stack Sullivan, eminent psychiatrist and personality theorist, had as the core of his interpersonal theory: "People shape people." He concluded that all personal growth, all personal damage and regression as well as personal healing comes through relationships with others. If interactions are rewarding, he maintained that personality develops favorably; if not, it may deteriorate.[10] So what I am at any given moment, in the process of becoming the "best me" that I can be, will be determined by relationships with those who people my world. There is additionally a third factor that needs to be recognized if I am going to be the "best me" that I can be.

Togetherness Is Not Communication

We must recognize that growth requires authentic communication, not just togetherness. Albert Schweitzer said, "We are all so much together but we are dying of loneliness." Here we are talking about communicating the reality that is us to another. There is much written exploring the lack of authentic communication. Thoreau claimed that "Most men live lives of quiet desperation." Thorton Wilder wrote of this quiet desperation in his play "Our Town." Buscaglia comments upon it thus:

> . . . One of its most poignant scenes is when little Emily dies, and she goes to the graveyard, and the gods tell her that she can come back to life for one day. She chooses to go back and relive her twelfth birthday. She comes down the stairs in her birthday dress, her curls bouncing, so happy because she is the birthday girl. And Mama is so busy making a cake for her that she doesn't look up to see her. Papa comes in, and he is so busy with his books and his papers and making his money, that he walks right by, doesn't even see her. Her brother is in his own scene, and he's not bothering to look either. Emily finally ends up in the center of the stage alone, in her little birthday dress. She says, "Please, somebody, look at me." She goes to her mother once again, and she says, "Mama, please, just for a minute, look at me." But nobody does, and she turns to the gods, if you remember, and her line is something like, "Take me away I forgot how difficult it was to be a human being. Nobody looks at anybody anymore."[11]

A popular song a few years ago perhaps best described this quiet desperation with its message about the young girl who was leaving home after having lived alone for so many years.

Communication Profile—How can we tell if we are doing a good job of communicating in interpersonal relationships? Psychologists have a conceptual tool called the Joharie Window with which we can chart our communication profile.[12] The window reveals the amount of personal information, both known and unknown, to self and others. The results are four variously sized panes of self, labeled, the arena, the facade, the blindspot, and the unknown (see Figure A).

---

[9]John Powell, *Why Am I Afraid To Tell You Who I Am?* (Miles, Ill.: Argus Communication, 1969), p. 44.
[10]Powell, p. 43.
[11]Buscaglia, op. cit., p. 25.
[12]David W. Johnson, *Reaching Out: Interpersonal Effectiveness and Self Actualization* (Englewood Cliffs, N.J.: Prentice Hall, 1972), p. 14.

	KNOWN TO OTHERS	NOT KNOWN TO ME
KNOWN TO ME	Arena	Facade
NOT KNOWN TO OTHERS	Blindspot	Unknown

ARENA: This window pane represents the "knowns"; that which others know about me and also that which I know about myself. The larger a person's arena, the more open and honest he is in communications.

FACADE: This pane represents the mask I wear in order to hide from others the data that only I know about self.

BLINDSPOT: This area represents that which others know about me but that which I do not know about self.

UNKNOWN: This area represents the subconscious and it concerns information which can only become known through psychoanalysis.

Figure A

Although the unknown should be left to the professionals, the arena, facade, and blindspot can be manipulated to improve our communication profile. The goal is to make the arena larger in order to increase the effectiveness of interpersonal relationships (see Figure B).

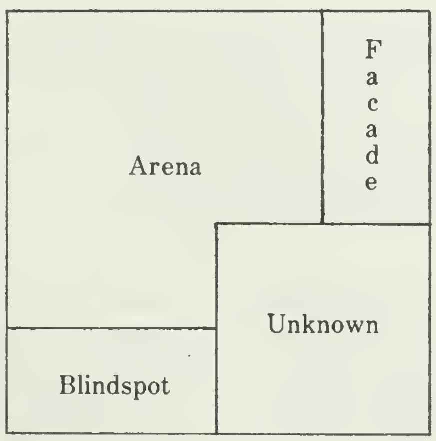


Figure B

How can this be done? There are only two ways. First of all, I can tell you or share with you where I am. The result is less facade or mask. But this requires trust, so it is risky. Powell says in his book, *Why Am I Afraid To Tell You Who I Am?*, that the answer to this question is "I am afraid to tell you who I am, because if I tell you who I am you may not like who I am, and it's all that I have."[13] Change begins only as we have the courage to share and we are reminded that risk is an important antecedent of growth.

A second way to enlarge my arena is to reduce the blindspot. To accomplish this you can tell me those things you know about me which are unknown to me. This is called feedback. We are blind as to how we are doing because man doesn't have a thermostat. We have to

[13]Powell, op. cit., p. 12.

have feedback from people around us. I know what I mean to do but I never know what I have done until you give me feedback.

Now what exactly can others know about me? What is the basis for feedback? Only four things: what I do, how I do it, what I say, and how I say it. Therefore, the less I say or do, the less clues I furnish. In fact, the extension of this idea is that when I do not share myself at all in relationships, I am manipulating people! In the absence of clues, others are doomed to infer a "set of assumptions." Assumptions, like sunglasses may be "pink" or "grey," but whichever they are, inferences give us distortions not facts!

It is important to know that feedback and criticism are not synonymous. There is no such thing as constructive criticism! But feedback can be constructive. Timmons believes that there are some rules, however, which should be observed in giving and receiving helpful feedback.[14]

Rules for Helpful Feedback

1. Feedback is my perception and is only true to me.
2. Feedback is nonjudgmental.
3. Feedback focuses on specific behavior. Example: "the way that you raise your eyebrows" is specific behavior.
4. Feedback is immediate, given as soon as possible.
5. Feedback is group shared so check for consensus. Example: If one person tells you he doesn't like the way you raise your eyebrows, check it out, he may just have an eyebrow hang-up! But if many people don't like the way you raise your eyebrows perhaps you should at least consider altering your behavior.
6. Feedback should be solicited or agreed to, otherwise it is psychological rape.
7. Feedback belongs to the individual, he can do what he wants to with it. He can choose to change behavior and/or attitudes or not to change them.
8. Feedback should concern only modifiable behavior. Example: It would not be helpful feedback to say to a stutterer, "Your stuttering bothers me," or to a person with wide set eyes, "It bothers me that your eyes are so far apart."
9. Feedback is not advice. Advice is what I would do if I were you, but I am not you. Advice is worth exactly what it cost, which is nothing.

In summary, even when a person "chooses up" there is no magic formula to ensure being the "best me" that I can be. Although the literature is replete with various prescriptions for improving the way we feel about self, the three concepts which appear over and over as most germane to this issue concern accepting responsibility for self-growth, recognizing the importance of interpersonal relationships, and learning the skills of communication.

Everybody gotta feel like somebody! Some already do. Some were fortunate to be reared by parents themselves mature and able to foster a sense of worth and social responsibility in them as children. But for those not so lucky there is good news: this sense of worth may be acquired, although we know that acquiring it in adulthood is much more difficult and time consuming than acquiring it in childhood. Unfavorable experiences in childhood are not necessarily irrevocable. The main thrust of Erikson and others is that development is not complete or fatalistically determined at age 4 or 5 as Freud emphasized, but that there are stages of growth. If one is reinforced, helped, and loved one can surmount even the most traumatic experiences of childhood. But the process must always involve another individual, if not a parent or sibling, then a sweetheart, wife, husband, teacher or friend. As Howe stated, "Someone invites us to become a person." To do this, some other person must be courageous enough to let himself become involved in a committed, caring way. Also we must want to be more than we are and we must want it enough to risk being open and receptive to those around us. We must be willing to become involved, even though we know it may mean hurt or disappointment. We must let ourselves be loved.

And we can begin now, if we can believe the gospel according to Charlie Brown, whose latest words of wisdom are: "I've come to a different philosophy of life. I now believe that in the book of life the answers aren't in the back!"[15]

---

[14]Timmons, op. cit.

[15]Marshall Rosenburg, *A Manual For Responsible Thinking and Communicating* (St. Louis, Missouri: Community Psychological Consultants, Inc., 1972).

The Use of the Table of Specifications in Developing Educational Objectives and Evaluation

Dr. Susan F. Weis
Associate Professor
Home Economics Education
The Pennsylvania State University

For several decades, classroom teachers have been encouraged by evaluation authorities to use a table of specifications in planning achievement tests for cognitive learning. However, in the light of current emphasis on accountability and resources about other domains of learning the table of specifications can take on new possibilities. It can be a device which assists the teacher in planning behavioral objectives as well as helping with systematic evaluation.

A table of specifications is primarily a grid which relates the two major components of an educational objective; the 'content' element and the 'behavioral' element. In addition, the table contains percentages which reflect the relative emphases given each objective in the instructional situation (14, pp. 26-27). Tables of specifications can be designed for the work of a total course, for given units or sub-units within a course, for the total evaluation plan or for selected parts of the measurement process.

Constructing a Table of Specifications

The construction of a table of specifications is commonly started with a breakdown or outline of subject matter content. Gronlund (7) suggests that the outline should include only the major concepts of study to avoid an unmanageable or complicated outline of content. However, the breakdown should contain all pertinent topics including that subject matter which is developed in class and/or through special projects and assignments. The content outline or list of major concepts is placed along one axis of the table.

After identifying and outlining the content, a breakdown of appropriate behavioral dimensions is needed. The selection of which and how many behavior categories for use in a table of specifications will be influenced by the ability of the learners and the nature of the subject matter. These behavior categories are placed along the other axis. Authorities differ widely in conceptualizing behavioral dimensions relevant to education. Among those which are available for use in tables of specification are Smith and Tyler's (17), Ebel's (6), Walbesser's (19), and the three taxonomies of educational objectives: Bloom's classification of the cognitive domain(5), Krathwohl, Bloom and Masia's classification of the affective domain (10), and Simpson's classification of the psychomotor domain (16). Ahmann and Glock support the use of the three taxonomies in their statement:

> The impact of the taxonomies on educational thinking is indeed powerful. As foreseen, they do assist appreciably in the task of helping teachers and other educational specialists discuss their curricular and evaluation problems with greater precision. We gain a better perspective of the relative importance of our objectives and their interrelationships by using the taxonomies as classification schemes. Also, terminology is standardized to a greater degree than ever before (2, p. 48).

Figure 1 shows a table of specifications for a unit test, a major use for this device. When used for this purpose the process of filling in the cells of the table is accomplished by completion of the steps described below.

1. Determine the proportion of time of the total instructional unit which is devoted to each concept. Write these proportions in the vertical column labeled "%" to the right of the table.
2. Determine the proportion of time of the total instructional unit which is devoted to each behavioral dimension. Write these proportions in the horizontal row labeled "%" at the bottom of the table.
   Gronlund suggests factors in addition to time spent to aid in determining proportions for parts of the table.

> In assigning relative weights to each learning outcome and each content area, a number of factors will enter into their determination. How important is each area in the total learning experi-

Figure 1

A Sample Table of Specifications Based on the Psychomotor Domain for a Unit on Waitress Preparation

Major Concepts	Psychomotor Domain Levels: Perception	Set	Guided Response	Mechanism	Complex Overt Response	Items %	Items No.
Personal Hygiene	1	1	1	1	2	10%	6
Personal Grooming	1	1	1	1	2	10%	6
Tablesetting	1	1	1	2	1	10%	6
Table Service	0	1	3	4	4	20%	12
Customer Relations	0	0	1	1	1	5%	3
Ordering Procedures	0	1	1	1	0	5%	3
Check Preparation	1	0	2	3	3	15%	9
Maintenance of Station	1	1	1	3	3	15%	9
Job Seeking Procedures	1	0	1	2	2	10%	6
Items %	10%	10%	20%	30%	30%	100%	—
Items No.	6	6	12	18	18	—	60

ence. . .? Which outcomes have the greatest retention and transfer value? What relative importance do curriculum specialists assign to each area? These and similar criteria must be considered in deciding on the relative importance of each area. In the final analysis, however, the weights assigned in the table should faithfully reflect the emphasis given during instruction (7, pp. 20-21).

3. The next step requires a decision about the total number of test items. In our example this number is 60. The proportions indicated along the two axes can now be converted to numbers of test items in each content and behavioral category using the formula below.

total numbers of items x proportion of items in each category = number of items in each category

4. The final step in constructing a table is to fill in each of the cells with numbers representative of the proportionality of each content and each behavioral dimension. This process involves extrapolating between the number of items indicated for a given content area and the number of items indicated for a given behavioral dimension. A trial-and-error approach is advocated as a start to filling in the numbers in each cell. Judgment is also needed about the appropriateness of measuring each concept at every level. To check on the proportionality of the cells, add up each row and column to see whether the number of items is consistent with, or approximates, those specified. Adjustments may be necessary.

The number in each cell indicates the number of items needed to measure achievement of the learning outcomes and course content specified in a balanced fashion. The number in each cell also indicates the relative weight (or credit) devoted to each content area and behavioral dimension. Test items, to meet the specifications, now need to be selected or developed.

A good knowledge of item writing techniques is imperative to develop appropriate instruments for assessment of student learnings. Certain types of items are limited in their ability to test for learnings at the higher levels of the behavioral domains. Item writing becomes more difficult when one is evaluating the higher levels (14).

If essay items are used, Payne (14) recommends that the cell weights reflect the total

score granted to correct essay responses rather than a count of the number of items. This is recommended to avoid disrupting the proportionality of the table and consequently, of the evaluation instrument.

Payne further describes three advantages for using tables of specification in developing classroom evaluation instruments: "(1) only those objectives that were actually involved in instruction will be measured, (2) each objective will receive the appropriate relative emphasis in the test, and (3) by using subdivisions made on the basis of content and behavior, no important objectives will be overlooked or misrepresented" (14, p. 29).

Ahmann and Glock state that test validity, or the extent to which a test measures what it is intended to measure, is not insured by the use of a table of specifications in test development, although,

> the degree of content validity of a test rises and falls in accordance with (1) the degree to which the table of specifications on which it is based, accurately reflects the relative importance of the various subject matter topics in relation to the various pupil behavioral changes . . . and (2) the degree to which the test items built on the basis of table of specifications accurately mirror the balance existing among the cells of the table. A high degree of content validity is customarily attained when carefully contrived tables of specification or some similar device are used, and when the many rules of test item construction . . . are conscientiously followed (1, p. 63).

Many classroom achievement tests are faulted for their inability to assess levels of learning higher than simple recall of factual information. The table as pointed out above serves to encourage teachers to develop tests which can assess higher and more complex learnings.

One disadvantage to teachers is in the time and effort required to develop a good table. As described above, however, the table can be used for developing behavioral objectives and later for classroom evaluation which in view of its other advantages, suggests that it is a valuable tool for the teacher.

A table of specifications is, of course, no guarantee of a good test. Just as a contractor can err in constructing a building from the most thorough blueprints, the classroom teacher can write a poor test using the best table of specifications. What the table provides is a more precise and relevant guide to student assessment than is possible from merely reviewing lesson plans, textbooks, or class notes. Both the state of the art of student evaluation as currently practiced and the increasing demands for accountability in education encourage the use of tools which can assist the teacher in achieving greater precision in classroom evaluation procedures.

References

1. Ahmann, J. S., and Glock, M. D. *Evaluating Pupil Growth.* 2nd Ed. Boston: Allyn and Bacon, 1963.
2. Ahmann, J. S., and Glock, M. D. *Measuring and Evaluating Educational Achievement.* Boston: Allyn and Bacon, 1971.
3. Armstrong, R. J.; Cornell, T. D.; Kraner, R. E.; and Roberson, E. W. *The Development and Evaluation of Behavioral Objectives.* Worthington, Ohio: Charles A. Jones, 1970.
4. Bernabei, R., and Leles, S. *Behavioral Objectives in Curriculum and Evaluation.* Dubuque, Iowa: Kendall/Hunt, 1970.
5. Bloom, B. S., ed. *Taxonomy of Educational Objectives: Cognitive Domain.* New York: David McKay, 1956.
6. Ebel, R. L. *Measuring Educational Achievement.* Englewood Cliffs, N.J.: Prentice-Hall, 1965.
7. Gronlund, N. E. *Constructing Achievement Tests.* Englewood Cliffs, N.J.: Prentice-Hall, 1968.
8. Gronlund, N. E. *Stating Behavioral Objectives for Classroom Instruction.* New York: Macmillan, 1970.
9. Koran, J. J., Jr.; Montague, E. J.; and Hall, G. E. *How to Use Behavioral Objectives in Science Instruction.* Washington: National Science Teachers Association, 1969.
10. Krathwohl, D. R.; Bloom, B. S.; and Masia, B. B. *Taxonomy of Educational Objectives: Affective Domain.* New York: David McKay, 1964.
11. Lien, A. J. *Measurement and Evaluation of Learning.* 2nd ed. Dubuque, Iowa: William C. Brown, 1971.
12. Lindquist, E. F., ed. *Educational Measurement.* Washington: American Council on Education, 1951.
13. Mager, R. F. *Preparing Instructional Objectives.* San Francisco: Fearon Publishers, 1962.
14. Payne, D. A. *The Specification and Measurement of Learning Outcomes.* Waltham, Mass.: Blaisdell, 1968.
15. Remmers, H. H., and Gage, N. L. *Educational Measurement and Evaluation.* New York: Harper and Brothers, 1943.
16. Simpson, E. J. "The Classification of Educational Objectives—Psychomotor Domain." *Illinois Teacher* (1966-67), 110-144.
17. Smith, E. R.; Tyler, R. W.; and Staff. *Appraising and Recording Student Progress.* New York: Harper and Brothers, 1942.
18. Storey, A. G. *The Measurement of Classroom Learning.* Chicago: Science Research Associates, 1970.
19. Walbesser, H. H. *An Evaluation Model and Its Application.* Washington: American Association for the Advancement of Science, 1965.

HOME ECONOMICS IN THE USSR:

Some Tentative Hypotheses and a General Review

Royston J. Lawson
Assistant Editor,
Illinois Teacher, and
Doctoral Student, Home
Economics Education,
University of Illinois

Writing on behalf of a group of American educators visiting the Soviet Union in 1960, Nichols[1] noted that home economics education was conspicuous by its almost total absence in that country. There is little in the literature of either Soviet commentators or Western comparativists to contradict this observation. Soviet authors have dutifully focused their concerns towards education as an essential element in the making of Soviet man, whilst Western interpretations of Soviet education have generally been preoccupied with advances in scientific and technical eduacation. The spate of writings[2] (mostly American) that followed the launching of *Sputnik* paid scant attention to curricula outside the physical sciences, and a subsequent shift of popular interest away from the Soviet education system has left a dearth of accessible detail. The historical dimension provides no relief; home economics education was certainly far from the forefront of the minds of Soviet educators such as Pinkevitch, Krupskaya and Makarenko. However, a careful scrutiny of sources shows that the task of discovering home economics education within the Soviet Union is difficult, though far from futile.

The essential problem is a methodological one, deciding just what home economics is. Even within the United States (where the subject area has reached a relatively high degree of sophistication) its boundaries of concern are somewhat nebulous. Helpfully, guidelines suggested by the American Home Economics Association provide some clarification,[3] although it should be considered that the actual interpretation of these parameters may not be as ambitious as often suggested. A definitive notion can be derived from the national study of home economics conducted in American schools in 1959, showing that in almost all secondary level home economics courses, time was spent on each of the following eight areas.[4]

- child
- clothing
- consumer education
- family relations
- food and nutrition
- health, first aid and care of the sick
- home furnishings and equipment
- management of resources

In all grade levels, the major emphasis in the area of foods was in food preparation, and the emphasis in the area of clothing was on construction. Clearly then, home economics is not a discipline in itself, but rather a field of study with a wide range of potential subject matter. A further problem arises from the aims and objectives of teaching these various facets, i.e., that similar skills and subject content may be interpreted from either a vocational or personal use bias or as a combination of both.[5]

If one accepts the American model of home economics, then certain assumptions follow for interpretation of that field of study in the Soviet Union. Importantly, some base for a comparative exercise becomes possible, as the broad American description enhances the prospects of finding Soviet parallels. However, a more profitable immediate exercise may be to explore further the Soviet ideology and its various manifestations since 1917, leaving the reader to develop some tentative conclusions from the hypotheses presented.

Two major hypotheses are considered in an attempt to account for the relative absence of home economics in the Soviet education system.

---

[1]M. Nichols, "Report on Russian Education," *American Vocational Journal*, 36 (2), (1961), 15.

[2]Particularly from authors such as W. K. Medlin, F. Lilge, R. T. Fisher, W. W. Brickman, G. S. Counts, and G. L. Kline.

[3]*Home Economics: New Directions* (Washington, D.C.: American Home Economics Association, 1959). See also "New Directions II," *Journal of Home Economics*, 67 (3), (1975), 26-7.

[4]*Concepts and Generalizations* (Washington, D.C.: American Home Economics Association, 1967), p. 18.

[5]For example, mastery of a sewing machine has the dual use of being both personal and productive (in the sense of paid employment). Only the *stated aims* of the training need differentiate a personal use skill from labor training.

Hypothesis 1. Strengthening of the family unit has not always been compatible with Soviet policy.

Traditionally, the role of home economics in Western countries has been firmly based on the acquisition of knowledge, skills and attitudes that will contribute to the strengthening and improving of family life. As Gough has stated, the 'family life' focus of home economics is contentious;

> . . . the family can be seen as a convenient focus for *what has been taught* under the name of Home Economics and for what Home Economists . . . actually do.[6]

The prescribed role of the family in Soviet society has not always invited this attention from home economics, nor has the family enjoyed the sanctity of entity as it has in the West. As early as 1885, Engels had expressed his conviction[7] that real equality of men and women would only come when the exploitation of either by capital had been abolished, and private housework transformed into a public industry. From the early 1920's the ideological commitment of good Marxists was to the development of facilities which would accord *de facto* release from kitchen and children. Lenin himself declared that the Soviet woman must be delivered from the necessity of "spending three-fourths of her life in the stinking kitchen."[8]

Whilst there were repeated assertions of the intentions to develop communal kitchens, dining halls, laundries and a network of children's homes and creches, little was accomplished.

> With the end of the NEP [New Economic Policy] period further efforts were made in the direction of socializing the family's function—but as resources and personnel were committed to the "harder" part of the Five Year Plan, the claim of establishing creches and public dining halls began to sound more and more hollow.[9]

Restoration of family responsibility for children was the main purpose of changes in family legislation in the mid-1930's. Official recognition was accorded to the importance of early family experience for the child, and the laws signified that the family would henceforth be considered a partner (even if only a junior one) in the task of bringing up the new generation. This belated urge to domesticity, previously considered something of a social crime was now praised. Soviet wives and mothers could hear and read that achieving a comfortable home life was a legitimate and even a praiseworthy goal. By the late 1940's, points of view were published that even more directly contradicted Marx, Lenin and Engels. Today it remains apparent that the role of the family has not been finally determined.

Soviet academician S. Strumilin has recognized the family as the "most elementary collective, the cell or molecule of contemporary society";[10] he believes the family should be limited to uniting two people in love and letting them produce healthy babies. It is difficult to envisage a meaningful role for homemaking education in Strumilin's projection of societal upbringing.

> Every Soviet citizen, at the time he leaves the maternity home, will be directed to a nursery, from there to a boarding type kindergarten or to a children's home; from there he will transfer to a boarding school and from the boarding school he will either go to work in a chosen specialty, or will be assigned to study in higher education establishments.[11]

A. G. Karchev has presented a more sober view, pointing out that under socialism the family has ceased to be an economic group, and that its task is mainly the rearing of children.[12] He is mostly concerned with the moral or character building process within the family, and par-

---

[6]N. Gough, "Home Economics: Who Needs It?" *Home Economics Teachers' Group Bulletin* (*Victoria*), 13 (4), (1974), 25.

[7]F. Engels from his *Correspondence*, quoted in D. and V. Mace, *The Soviet Family* (Harvard University Press, 1963), p. 101.

[8]*loc. cit.*

[9]H. K. Geiger, *The Family in Soviet Russia* (Cambridge: Harvard University Press, 1968), p. 58.

[10]Quoted by M. G. Field and D. E. Anderson, "The Family and Social Problems," in *Prospects for Soviet Society*, ed. by A. Kassoff.

[11]*Ibid.*, p. 414.

[12]A. G. Karchev, "The Nature of the Soviet Family," *Soviet Review*, 5 (2), 3-19.

ticularly the development of positive attitudes towards work. His major fear is that the family will fail to impart values and attitudes towards work, indispensable to the adult.

While the Soviet leadership regards the family's functions as residual, it astutely recognizes that the functions it performs are replaced only at intolerable cost. Perhaps a meaningful role for home economics education may emerge from the changing role and nature of female participation in the work-force. If, as Field and Anderson suggest,[13] Russian women become more and more superfluous in the labor force (particularly in low skill occupations) their energies will have to be channeled elsewhere. Ostensibly they would return to their domestic functions (rather a chauvinistic approach) or, given the ideological predilections of the Soviet regime, be enlisted to build up the type of public services as suggested by Strumilin.

Hypothesis 2. The Soviet commitment to economic growth has denied a role for home economics education.

The pursuit of economic growth has been the common thread that has run through the many twists and turns of Soviet policy in the last half century. To a large extent, goals and programs are provided by the ideology of Marxism-Leninism which maintains that the creation of a material and technical base is the essential link in a chain of economic, cultural and social tasks that have to be accomplished in the transition to Communism. The Communist Party, as the vanguard of change, sees its principal role as the mobilization of Soviet society for economic development. In this quest for economic growth, the central planners have traditionally assigned high priority to investment in capital goods, at the expense of investment in urban transportation, food marketing, the production of household appliances, the construction of child care centers, and the development of service facilities.

In a centrally planned economy, the education system will expectedly reflect national priorities, and on this basis the relative absence of home economics education is generally explained.

> One of the greatest economic advantages of a centrally administered and financed system of education, such as the Soviet system, is that it deals with the problem of externally captured returns.[14]

Obviously the Soviet Union does not have resources to squander, and in its objective of trying to reach (and overtake) the output of advanced Western countries, cost-benefit arguments will determine the direction of spending. Because the creation of sufficient specialist engineers, mathematicians, physicists, chemists and technical workers is the prime task of the education system, it would be difficult to justify a role for home economics in terms of stated national objectives. However, it is noteworthy that home economics has at times been denounced as one of the "frills" of American education,[15] principally because its objectives were not completely understood.

From another viewpoint, it is not surprising that Soviet authorities are reluctant to sponsor a subject area that would draw attention to the shortcomings in consumer goods and services. A comparison of patterns of consumption with selected West European countries between 1950 and 1962 showed that Soviet per capita consumption of food, clothing, housing and durables was generally between forty and sixty per cent of that in France, Germany, and the United Kingdom (depending on the category) and averaged about one half.[16] Soviet experts have made it clear that men share homemaking chores with women only slightly, and the government has failed to develop sufficient quantities of appliances, consumer services and retail outlets to ease the burden. How relevant is home economics education to the average Moscow woman who spends a minimum of fifty per cent of her off-job time shopping for groceries and cooking?[17] Comparative shopping and nutritional labeling have little relevance in a maze of queues and marked shortages of preferred commodities. A rather humorous but poignant exposition of the futility of consumer complaint has appeared in the Soviet press[18]

---

[13]M. G. Field and D. E. Anderson, *op. cit.*, p. 416.

[14]H. J. Noah, "The Economics of Education," *Problems of Communism*, 16 (4), (1967), 45.

[15]N. DeWitt, "Polytechnical Education and the Soviet School Reform," *Harvard Educational Review*, 30 (2), (1960), 113.

[16]C. E. Black, "Soviet Society: A Comparative View," in A. Kassoff (ed.), *op. cit.*, p. 30.

[17]L. Lennon, "Women in the USSR," *Problems of Communism*, 20 (4), (1970), 56.

[18]*The Current Digest of the Soviet Press*, 26 (15), 11.

recounting the not uncommon story of Aleksei Grigoryevich's struggle to have his new washing machine made serviceable.

The Soviets have long recognized that women are able to provide a valuable intellectual resource, and the educational system gives boys and girls in most parts of the country an equal chance of completing seven years of schooling. The long absence of home economics-related curricula from the schools has forced girls to follow the same academic stream, heavily weighted with science, as boys. The consequences in terms of skilled personnel have been significant in Soviet economic growth. As Norton Dodge has insightfully suggested:

> When girls are given no opportunity to study cooking or dress design but must take the same scientific and technical courses as boys, it is natural that many develop an interest in these subjects. Talents are nourished which might have lain dormant in another cultural and educational environment.[19]

A characteristic feature of home economics education in Western countries is the relatively high investment in educational plant. Of course this need not be the case, but the traditional emphasis of the subject area has been on cookery and sewing, both of which require substantial equipment and floor space and a budget for operating expenses. The Soviets have interpreted home economics in terms of these traditional areas shying clear from the apparent diseconomies of investment and low anticipated returns.

One noticable exception has been the provision of machine sewing instruction facilities, although the intention has clearly been one of vocational education rather than any desire to enhance home life. Zhamin has noted that from 1959 to 1963 almost as many workers were trained as sewing machine operatives as would be needed for the complete replacement of the labor force currently engaged in this specialization.[20] The spin-offs of such programs may be of subsequent value to homemakers as the widespread practice of women illegally pursuing home sewing for monetary purposes bears witness. According to Geiger,[21] a Soviet woman in possession of the capital equipment, a sewing machine, can double or triple the salaries earned by most men.

Within the schools the productive, or labor training purpose of sewing instruction is emphasized rather than any creative or aesthetic ideals. A special mission of American educators visiting a Moscow boarding school in 1960[22] observed girls in a sewing class making small geology bags. The students received from 5 to 9 kopeks (approximately half to one cent) for each completed bag. Collectively, the girls had completed 6,000 of the 20,000 bags they were supposed to make, although some girls were working on individual projects, making useful articles for themselves.

The limited commitment to other major elements of home economics does not reflect such a heavy vocational emphasis. Appreciably, the costs of food-related studies can be significant, particularly where food preparation is an essential part of the curriculum. Relative to other subjects, home economics becomes somewhat expensive, and most difficult to justify as contributing to stated Soviet national objectives. An Australian study[23] has shown that in that country, the costs of providing home economics education exceeds that of any other subject in the curriculum. On an annual per pupil basis, the cost (in Australian dollars) of home economics, A$166.75 was over four times the cost of mathematics, which was A$34.30 at the Grade 11 level. A large proportion of the cost accrues from the necessity of keeping practical classes small, and in many cases, the limited class size is determined by pupil preferences. The capital costs of the plant necessary for home economics is invariably disproportionate to the requirements of almost any other subject.

One insight into recent Soviet policies in this respect may be had from the specifications for new schools in the Belorussian Soviet Republic. Based on the established normative enrolment of 40 pupils per teacher in Grades 1-8 and of 36 pupils in Grades 9-10, the area of a classroom must be at least 50 m^2.[24] The relative importance of home economics is reflected

[19] N. Dodge, *Women in the Soviet Economy* (Baltimore: Johns Hopkins Press, 1966), p. 108.

[20] Quoted in H. J. Noah, *op. cit.*, p. 47.

[21] H. K. Geiger, *op. cit.*, p. 167.

[22] *Soviet Education Programs*, U.S. Department of Health, Education and Welfare, Bulletin #17, 1960, p. 110.

[23] R. Ogilvy and M. Henry, "Education Cost Analysis," *Victorian Commercial Teachers' Association General Journal*, 10 (1), (1970), 53.

[24] V. F. Kotliarov et al., "Types of School Buildings: Organisation of School Construction," *Soviet Education*, 15 (11), (1973), 92.

in a room sized 52.9 m^2 (square metres), compared to a drawing room of 62.1 m^2 and a workshop and tool room of 91.7 m^2. The size differential is more acute if it is realized that *all facets* of home economics are expected to be taught in a room only marginally larger than the smallest classroom. In another plan, the "Housekeeping Room" had dimensions equalling 53 m^2 compared to 65.6 m^2 for a physics laboratory. In each case, the proposed home economics plant was to be located on the upper floors of buildings, reflecting perhaps some priorities in building stages.

Although the homemaking aspects of food studies have not flourished, there is evidence of some established vocational training. Nichols and his group visited a vocational culinary school in Moscow in 1960. This school was training about 600 young people to become food preparation workers. When asked why more emphasis was not placed on home economics instruction, one high Russian official at the national level in education replied that, under the Soviet system of work specialization, there was really very little need for it.[25] Nichols could not understand why! Another example of this vocational emphasis was noted by Elizabeth Moos who observed the preparation of women for kindergarten teaching:

> A modern kitchen and dining room are used as a workshop where the pre-school pupils eat, and the teacher candidates learn how to plan meals for different ages, to cook and to serve them.[26]

To the naive student of Soviet education, Khrushchev's polytechnical reforms of 1958 would seem to include a new and vital role for home economics education. In his report to the Twentieth Party congress in 1956, Khrushchev began to use Lenin's slogan for developing socialist education, decrying the worth of education divorced from life and politics. He was impatient, and strongly dissatisfied with the slowness in the implementation of polytechnization.

> A big shortcoming of our school system is that instruction is "divorced from life" to some extent; those who finish schools are insufficiently prepared for practical work.[27]

Khrushchev's speech outlined a program for education that suggested the introduction of new subjects in the fundamentals of technology and production, part-time labor in factories, and construction of school workshops and experimental plots.

A plan for a program of polytechnization slowly began to take shape, and provision was made for adding practical subjects to the curriculum in 1958. Some attempts were made to add practical subjects to the curriculum in 1958, and to introduce part-time work as an educationally functional part of the school day.

Polytechnical education was not a new concept in the Soviet Union, although it had been largely dormant since the 1920's. The State Academic Council's 1927 labor curricula for Grades 5-9 at secondary schools were aimed primarily at teaching the basic scientific principles of labor of all kinds. Domestic science, along with metalwork and woodwork, was stipulated as part of the wide range of manual work to be covered in a short period.[28] However, the inadequate formulation of labor instruction methods and the lack of proper equipment often resulted in superficial teaching. Domestic science was regarded as part of the system of social production, supposedly seeking to produce articles needed for industrial undertakings. Needless to say, home economics-related subjects were more the exception than the rule in this period.

As DeWitt has pointed out,[29] a variety of meanings can be ascribed to "polytechnical" and "applied instruction" in the Soviet context since 1958. Activities and areas of instruction range from working in school workshops, to agriculture and the raising of chickens and rabbits. In fact, any socially useful labor could be regarded as part of the polytechnical education program in the early 1960's. According to the new curricula and programs of study in the eleven-year school, labor education was to begin in elementary grades, where the home

---

[25] M. Nichols, *op. cit.*, p. 15.

[26] E. Moos, "Education in the Soviet Union," *The Foreign Education Digest*, 28 (4), (1964), 293.

[27] N. S. Khrushchev, *Report of the Central Committee of the CPSU to the Twentieth Party Congress* (Moscow: Foreign Languages Publishing House, 1956), p. 96.

[28] M. N. Shatkin, "Soviet Experience in Polytechnical Education Before the Reform," in *Polytechnical Education in the USSR*, ed. by S. G. Shapovalenko (Netherlands: UNESCO, 1963), p. 43.

[29] N. DeWitt, *op. cit.*, p. 112.

economics-related components would center on domestic chores ranging from sweeping classrooms to sewing, cleaning the house to washing dishes. More formal classes were to be held in higher classes, but strictly on a sex-divided basis. It is notable that home economics subjects have continued to be matched against boys' practical subjects, and no reference can be found in Soviet sources suggesting the possibility that boys may profit from this type of education.

The certain amount of enthusiasm engendered by the polytechnical curriculum caused an unprecedented interest in home economics education, given expression through the Soviet press. A collective farm chairman from the Moscow region wanted schools to have compulsory courses for girls in cooking, housekeeping and dressmaking, whilst a Leningrad schoolteacher wanted child care included.[30] In his education report of September 1958, Khrushchev listed among the obligations of the new school system the instruction of girls in cooking, sewing and "other specialities characteristic of women."[31]

Similar enthusiasm was not so easily forthcoming for the socially useful labor content of the curriculum, although concerted attempts were made to integrate schools with productive units. Moos visited an eleven-year school[32] that had established working relations with, amongst other things, a confectionery plant, a bakery, a sewing and dressmaking shop and a shoe factory. In more recent years, many of these programs have been discontinued; yet, the connection between factory and school is far from totally severed. An article in the Soviet press gives some credence to this:

> Garment factory No. 24 organized a sewing workshop and the borough food trade organization set up a food store-classroom. The youngsters have experienced instructors. The youngsters' thinking is being molded along polytechnical lines.[33]

The 1958 reforms do remain significant in that they represent the first serious attempts to introduce home economics education into Soviet curricula. Under the provisions laid down by the government for general education, the eight-year schools were to include rooms for "domestic science." I. V. Kozyr has described the Soviet concept of home economics facilities in schools as they were envisaged in the early 1960's; however, it is unlikely that such plant was widely available.

> The [home economics room] is equipped with gas and electric stoves for cooking, refrigerators, kitchen tables, sinks, material for washing and drying plates and dishes, a large dining table and sideboards for keeping kitchen utensils, crockery, cutlery, table linen, as well as the foodstuffs required for practical work.[34]

Kozyr's description of a typical sewing room is equally generous, although the observations of the American education mission of 1960 lend some support to his claims.[35] The sewing classes observed were in ordinary classrooms, with 10-12 sewing machines, two or more large tables for cutting out patterns, and several storage cupboards. A blackboard and bulletin board were located in front of the room. In most sewing rooms there was an ample display of articles made by students. Once again, no inference as to the extent of these facilities throughout the Soviet Union can validly be made.

Like any other subject in the Soviet curriculum, the justification of home economics would need to be founded on its contribution to the growth of Communism and the evolution of socialist man. Tseitlin[36] has stressed the communal forms of public service such as communal catering, the work of domestic service centers, and the organization of communal sewing rooms, as essential parts of home economics programs. Pupils are familiarized with the

---

[30] R. L. Renfield, *Soviet Criticims of Soviet Education* (Washington, D.C.: U.S. Educational Policies Commission, 1959), p. 13.

[31] *Ibid.*, p. 14.

[32] E. Moos, *Education in the Soviet Union* (New York: National Council of American-Soviet Friendship, 1962), p. 51.

[33] *The Current Digest of the Soviet Press*, 26 (19), 4.

[34] I. V. Kozyr, "The Material Facilities of Polytechnical Education in Soviet Schools," in S. G. Shapovalenko (ed.), *op. cit.*, p. 226.

[35] *Soviet Education Programs*, *op. cit.*, p. 138.

[36] N. E. Tseitlin, "Manual and Technical Instruction and the Teaching of Production Principles in Polytechnical Education," in S. G. Shapovalenko (ed.), *op. cit.*, p. 327.

social arrangements for everyday domestic work, with only belated references being made to the family. Some of the values projected, such as a "love of cleanliness and order," may seem inappropriate to certain Western observers, whilst the use of home economics teaching to demonstrate "how the everyday household work of the Soviet family is being systematically and steadily lightened," may evoke a certain amount of cynicism from those unaware of the legitimate role of education in this country.

Otherwise, the basic curriculum in traditional home economics is quite similar to that of most Western countries. At secondary school level, the important section of the syllabus is cookery, including some instruction in nutrition. Students learn to prepare simple vegetable dishes and cook simple and nourishing meat and fish dishes, handle kitchen equipment, tableware, table linen, and learn how to serve and behave at a table. Under the heading of "Housework," Tseitlin[37] has described a curriculum where students acquire basic knowledge of home hygiene and sanitation and the essentials of housekeeping (daily, periodical and seasonal cleaning; ventilation, lighting and heating). They also learn how to arrange furniture and handle tablecloths, curtains, carpets, pictures, photographs and decorative tapestries. "Cutting and Sewing" aims to acquaint students with fabrics, the preparation of designs and patterns they are making, the methods of sewing and finishing, and the construction and operation of the sewing machine. Students should also acquire a basic knowledge of the care of clothing, of laundering, ironing and storing linen, of cleaning woolen garments, and of laundering knitwear containing synthetic fibers. To complement the school program, excursions to public institutions are arranged during the school year with a timetable drawn up by the class teacher. Whilst these programs are undoubtedly worthwhile components of secondary curricula, there is no evidence that they are being taught by teachers trained in these specialities, and no reference to home economics teacher training can be found in descriptions of Soviet institutes of higher learning. Evidently the shortage of skilled personnel is not exclusive to home economics.

> The schools employ 113,000 labor teachers, but only 13,000 of them have a higher education and 35,500 have a specialized secondary education. The educational level of this category of teachers is not high. Special divisions have now been organized in 41 pedagogic institutes and 43 pedagogic schools, and it is necessary to develop their activity.[38]

In January 1966, and in subsequent legislation, the Soviet government unveiled the future form of primary-secondary education, which will be a sequence of three years, five years and two years, commencing at age seven.[39] The middle and upper secondary grade levels will offer considerable options in basic subjects such as science and humanities, as well as in electives including art, commercial skills (previously grossly neglected), home economics, and vocational shop. Home economics education should figure more prominently in a system offering a much wider choice for Soviet youth, ranging from academic preparation to vocational-technical education and training.

While home economics can be expected to be a more viable force in future Soviet education, its direction and emphasis will not necessarily follow the patterns of its development in advanced Western countries. The basic skills will continue to provide the essential strength through the major elements of both cookery and sewing, with other elements such as management of resources, family relations and consumer education largely being ignored. From the outset the subject will be related to labor training and national objectives, rather than to any deliberate attempt to enhance individual or family life as a desired end.

---

[37] *Ibid.*, p. 328.
[38] *The Current Digest of the Soviet Press*, 26 (19), 4.
[39] W. K. Medlin, "Education," in A. Kassoff (ed.), *op. cit.*, p. 256.

CUMULATIVE SUBJECT INDEX for *ILLINOIS TEACHER*

Volumes XII-XVIII

Includes Volume XI (1)

Prepared by
Royston Lawson
Assistant Editor
Illinois Teacher

ADULT AND CONTINUING EDUCATION

CAREER AND VOCATIONAL EDUCATION

Robertson, K., *What Does an Employer Want?* XVIII (4), 1975, 210.

Shipley, E.W., *Suggestions for Organizing Advisory Councils,* XIV (4), 1971, 197-9.

Simpson, E.J., *Federal Legislation for Home Economics,* XII (2), 1968, 53-6.

———, *What Do We Have in Common?* XIII (3), 1970, 101-3.

Skaff, J.L., and Hughes, R.P., *Knowledges Needed by Homemakers and Workers in Occupations Related to Housing and Design,* XVI (5), 1973, 351-59.

Smith, K.W., and Davisson, J.K., *Career Education for the College Bound: An Implementation Model,* XVI (5), 1973, 342-50.

———, *Career Education for the College Bound,* XVI (5), 1973, 318-322.

Sredl, H.J., *Occupational Orientation at the Elementary Level,* XIII (3), 1970, 104-7.

Swartz, B.M., *Stumbling Blocks in Cooperative Occupational Programs,* XII (2), 1968, 75-77.

Thomas, H., *Trends and Problems in Agricultural Education,* XIII (3), 1970, 139-47.

Tomlinson, R., *Health Occupations,* XIII (3), 1970, 108-18.

Tumer, W., *Why Change?* XIV (4), 1971, 188-92.

Venn, G., *On Industrial Arts and Vocational Education,* XIII (3), 1970, 119-25.

Whatley, A.E., et al., *Youth Orientation to the World of Work: Concept and Generalization Framework,* XII (4), 1969, 191-8.

Willers, J.C., *Issues Emerging from Women's Rights Movements and Their Implications for Vocational-Technical and Career Education,* XVI (4), 1973, 273-291.

CHILD DEVELOPMENT

Adair, S.K., and Huang, M.W., *A Feasibility Study of Champaign-Urbana, Illinois, to Determine Need for a Child Care Program at Parkland Community College, A Summary,* XII (1), 1968, 25-30.

Andersen, R.S., *Meeting the Educational Needs of the Pregnant Teenager,* XVII (1), 1973, 14-18.

Bagby, S.A., and LaRue, G.V., *Library Display: A Strategy for Learning All About Me,* XVIII (3), 1975, 146-52.

Bielby, D.D.V., *Humanizing Ourselves and Our Students through Experiences with Young Children,* XVI (3), 1973, 191-4.

Conger, F.S., *Articulation in a Junior College Child Development Program,* XVII (1), 1973, 31-36.

Crowley, B., and Stice, M.A., *The Littlest Consumers,* XI (1), 1967, 81-87.

Davis, R.J., and Theiss, C., *Letters from Your Unborn Baby,* XIV (2), 1970, 51-84.

Eichelberger, L.J., *Child Development and Guidance—Occupational Aspect,* XIII (1), 1969, 21-53.

Feitshans, S., *Children and Food—A Natural Combination,* XVII (1), 1973, 46-51.

Griggs, M.B., *Child Development—Focus on the Needs of Black Students,* XVII (1), 1973, 10-13.

Hammerberg, N., *Boys in Child Development,* XVII (1), 1973, 19-22.

Hankes, E., *Teens Explore Toyland,* XVI (3), 1973, 229-240.

Katz, A.G., *Humaneness in Preschool,* XVI (3), 1973, 179-82.

LeMaster, J., *Job and Task Analysis: Child Care Aide,* XV (4), 1972, 191-8.

Lochary, J.L., *Human Development in the Family,* XIII (4), 1970, 198-201.

McKinney, M., and Westlake, H., *Child Life and Literature: An Interdisciplinary Study,* XVIII (1), 1974, 29-30.

Martin, D., *Child Care Aide Job Analysis Form and Proposed Course of Study,* XV (4), 1972, 180-90.

Morton, K., *Child Care Occupations,* XVIII (4), 1975, 212-13.

Painter, G., *The Parent's Role as Baby's Teacher,* XVII (1), 1973, 37-42.

Quick, B.G., *A Cooperative Nursery School Program,* XVI (3), 1973, 215-21.

Richards, L.A., *Can the Schools Help Prevent Child Abuse?* XVII (1), 1973, 43-5.

Sasse, C., *Some Suggestions for Teaching Child Development,* XVII (1), 1973, 52-57.

Schickendanz, D.I., *Self-Perceptions of Children on Success and Failure,* XVI (3), 1973, 183-7.

Schickendanz, J.A., *Humanistic Education for Young Children,* XVI (3), 1973, 188-90.

Tramm, A.B., *So You're Going to Start a Child Care Center,* SVI (3), 1973, 222-28.

COMPENSATORY EDUCATION

Blanford, M., *Home Economics Occupations in an Institution for the Mentally Retarded,* XII (5), 1969, 264-85.

Davis, R., *Communication with Families Having Special Needs,* XII (3), 1968, 107-16.

Davis, R., and Theiss, C., *Letters from Your Unborn Baby,* XIV (2), 1970, 51-84.

Duncan, K., *Project Taking-Off,* XVIII (3), 1975, 141-2.

Gipson, B.K., *Legal Problems of Low-Income Families with Suggestions for Teaching in High School Home Economics,* XII (3), 1968, 138-73.

Langdon, K., *The Homeliving Classroom (for the Mentally Retarded),* XVIII (3), 1975, 153-5.

Lee, I.K., *Better Management Can Raise the Level of Living of Low-Income Families,* XVII (5), 1974, 229-32.

McAndrews, J.C., *Legal Aid and the Low-Income Consumer,* XVI (2), 1972, 112-15.

Nash, S.R., *Meeting the Needs of the Low-Income Aged through Extension Home Management,* XVII (5), 1974, 233-35.

Orvis, P., *Slow Learners,* XVII (1), 1973, 23-30.

Sasse, C., *The Value Orientation of the Lower Socio-Economic Class with Some Implications for Teachers,* XII (3), 1968, 117-31.

Slater, S., *Consumer Education for the Disadvantaged Student,* XVII (5), 1974, 245-50.

Spitze, H.T., *A Guide for Teachers,* XI (1), 1967, 1-57.

———, *Some Keys to Teaching the Neediest,* XIII (5), 1970, 209-13.

———, *Slow Readers in Home Economics,* XIV (2), 1970, 47-50.

———, *Consumer Education and the Literacy Problem,* XV (2), 1971, 55-8.

Stice, A., *Evaluation in the Consumer Education Program for Disadvantaged Adults,* XI (1), 1967, 58-80.

VanderJagt, G., *Bibliography of Low Reading Level Materials in Consumer Education,* XV (2), 1971, 59-86.

Wineland, S., *Credit Buying, or Jake and Molly Buy a New TV,* XIV (2), 1970, 85.

Wolf, M.L., and Whatley, A.E., *The Needs of the Aging: Implications for Home Economics Education,* XVIII (3), 1975, 132-5.

CONSUMER EDUCATION

Atwood, G., *Independent Living,* XVIII (1), 1974, 41-47.

Crowley, B., and Stice, M.A., *The Littlest Consumers,* XI (1), 1967, 81-87.

Dunn, D.F., *Today's FDA,* XVII (5), 1974, 236-40.

Gebhart, P., *Teaching Consumer Education via Mail*, XVII (5), 1974, 268-274.

Giese, G., and Gentry, D.B., *Fiber Characteristics—A Basis for Consumer Choice*, XVI (2), 1972, 128-62.

Gipson, B.K., *Legal Problems of Low-Income Families with Suggestions for Teaching in High School Home Economics*, XII (3), 1968, 139-73.

Hamilton, D., *The Small Claims Court*, XVI (2), 1972, 116-19.

———, *A Medicine Show for Consumers*, XVI (2), 1972, 122-27.

Jameson, C., et al., *Consumers' Bill of Rights—Four Skits*, XVII (5), 1974, 267-8.

Koch, B., *Clothing for Consumers*, XIV (6), 1971, 255-88.

McAndrew, J.C., *Legal Aid and the Low-Income Consumer*, XVI (2), 1972, 112-15.

McCall, C., *TOCK: Strengthening Consumer Education*, XVIII (2), 1974, 66-71.

Nihoul, L.J., *Adapting Consumer Education for the High Ability Learner*, XVII (5), 1974, 241-3.

Reider, N., et al., *Compradores Vivarchos*, XIV (3), 1971, 109-17.

Sasse, C., *The Male Consumer: Target for Education*, XVI (2), 1972, 107-11.

———, *Do You Know MACAP?* XVI (2), 1972, 120-1.

———, *Consumer Problems for the Classroom*, XVI (2), 1972, 163-67.

———, *Classroom Activities in Consumer Education*, XV (1), 1971, 1-54.

Slater, S., *Consumer Education for the Disadvantaged Student*, XVII (5), 1974, 245-80.

Spitze, H.T., *A Guide for Teachers*, XI (1), 1967, 1-57.

———, *Consumer Education and the Literacy Problem*, XV (2), 1971, 55-58.

———, *Consumer Education and Humaneness*, XVI (2), 1972, 81-85.

Spitze, H.T., et al., *Consumer Education in the Secondary Curriculum*, XIII (2), 1969, 55-90.

———, *Simulations and Games in Consumer Education*, XV (1), 1971, 1-54.

Stice, M.A., *Evaluation in the Consumer Education Program for Disadvantaged Adults*, XI (1), 1967, 58-60.

VanderJagt, G., *Bibliography of Low Reading Level Materials in Consumer Education*, XV (2), 1971, 59-86.

Wineland, S., *Credit Buying, or Jake and Molly Buy a New TV*, XIV (2), 1970, 85+.

CURRICULUM DEVELOPMENT

Dalrymple, J.I., et al., *Curriculum Materials—Dual Role*, XIV (5), 1971, 227-36.

Hackett, B., *An Undergraduate Course in Employment Education*, XII (5), 1969, 328-54.

Horn, F.M., *Home Economics in the Middle School*, XV (5), 1972, 202-7.

Lemmon, L., et al., *Two Thousand and One*, XV (3), 1971, 103-8.

Mather, M., *Some Thoughts on the Middle School*, XV (5), 1972, 201.

Mather, M., et al., *Some Curriculum Ideas for the '70's*, XIV (3), 1971, 128-41.

Palmer, B., *Home Economics with Younger Boys and Girls*, XV (5), 1972, 208-12.

Sickler, M.S., *Home Economics in the Elementary Schools?* XVIII (3), 1975, 136-40.

Simpson, E., *Curriculum Guides for a Coordinated Program for Home Economics*, XII (4), 1969, 205-33.

Simpson, E., et al., *Outlines for Home Economics Courses at Secondary Level*, XIII (1), 1969, 1-20.

Spitze, H.T., et al., *Consumer Education in the Secondary Curriculum*, XIII (2), 1969, 55-59.

Westlake, H.G., *The Relevant Curriculum: Family Life and Sex Education*, XIII (4), 1970, 155-63.

EVALUATION

Barkley, M.V., *To Grade or Not to Grade*, XVIII (4), 1975, 201-3.

———, *Tab Device: A Technique for Evaluation*, XVIII (4), 1975, 204-5.

———, *Adaptation of the Q-Sort Technique of an Evaluation Device*, XVIII (4), 1975, 206-7.

Bobbitt, N., *Evaluation of an Experimental Course in Occupational Education*, XIII (6), 1970, 288-91.

Brun, J.K., *Evaluating Occupational Programs*, XVIII (4), 1975, 197-200.

Davis, R.J., *Evaluating Evaluation Instruments*, XIII (6), 1970, 282-4.

Hackett, B., *Questions Which Need Answers*, XIII (6), 1970, 285-87.

Harms, R., *Exploratory Self Tests*, XVII (2), 1973, 76-97.

Harriman, L., *Appraising Role Shifts*, XVII (5), 1975, 288-94.

Mather, M., *Evaluation—More than Tests*, XIII (6), 1970, 263-281.

Parkhurst, M.R., *A Happy Test Day*, XVIII (2), 1974, 75-6.

Stice, M.A., *Evaluation in the Consumer Education Program for Disadvantaged Adults*, XI (1), 1967, 58-80.

FAMILY LIFE EDUCATION

Beckett, D.P., and Vick, B.A., *Life Education (in Grade 8)*, XVIII (2), 1974, 143-5.

Braden, J., *Does Housing Affect Family Relationships?* XVII (4), 1974, 190-6.

Davis, R.J., *Interpersonal Perceptual Problem Solving Among Family Members*, XIII (4), 1970, 192-97.

Dittman, J., *Triggering Learning in Family Life Education*, XVIII (2), 1974, 72-4.

Lochary, J.L., *Human Development in the Family*, XIII (4), 1970, 198-201.

Long, T.J., *Games Learners Can Play*, XIII (4), 1970, 180-191.

Lundy, D., and M.A., *An Experiment in Extended Family Living*, XVI (3), 1973, 199-203.

McBride, E., *A Day in the Life of a Part-Time Student, Scholar, Mother, Wife, Counselor, Maid, Cook, Funeral Director, Teacher, Archaeologist*, XVIII (2), 1974, 169-70.

Nelson, D.M., *The Liberated Family: Everyone Gains*, XVI (4), 1973, 267-270.

Painter, G., *The Parent's Role as Baby's Teacher*, XVII (1), 1973, 37-42.

Spitze, H.T., *Adult Education to Strengthen Family Life*, XIII (4), 1970, 202-8.

Taylor, A.G., *Sex Education: Crisis and Challenge*, XIII (4), 1970, 164-74.

Wallace, S., and Dewald, M., *Family Planning and Population Issues: Their Place in Home Economics*, XVIII (2), 1974, 89-93.

Westlake, H.G., *The Relevant Curriculum: Family Life and Sex Education*, XIII (4), 1970, 155-163.

FOOD AND NUTRITION EDUCATION

Bobbitt, N., and Lucht, L.L., *A Study of Food-Service Establishments to Determine Feasibility of a Food-Service Program at Parkland Community College*, XII (1), 1968, 25-30.

Brown, E.L., *Nutrition Content—The Basic Conceptual Framework*, XIV (1), 1970, 3-5.

———, *Fashions in Nutrition,* XVI (1), 1972, 11-14.

———, *The Innocent Nutrition Misinformer,* XVII (3), 1974, 140-5.

Davis, R.J., and Theiss, C., *Letters from Your Unborn Baby,* XIV (2), 1970, 51-84.

Dunn, D.F., *Today's FDA,* XVII (5), 1974, 236-40.

Feitshams, S., *Children and Food—A Natural Combination,* XVII (1), 1973, 46-51.

Griswold, B., *Job and Task Analysis: Short Order Cook,* XV (4), 1972, 170-77.

Morris, J.M., *Job and Task Analysis: Entry Level Worker in Food Service,* XV (4), 1972, 163-9.

Roderuck, C.E., *Nutrition and the Quality of Life,* XVI (2), 1972, 99-102.

Spitze, H.T., *The New Home Economics Emphasizes Nutrition,* XIV (1), 1970, 1-3.

———, *Let's See What We Know About Nutrition,* XIV (1), 1970, 6-16.

———, *Nutrition Education and Humaneness,* XVI (1), 1972, 1-10.

———, *The 1973 Nutrition Education Workshop,* XVIII (3), 1974, 125-28.

———, *Nutrition Education—A Positive Approach,* XVII (3), 1974, 140-45.

Spitze, H.T., et al., *Exciting New Techniques for Teaching Nutrition,* XIV (1), 1970, 17-36.

Spitze, H.T., and Reber, R., *Get Your Money's Worth From Protein,* XVII (3), 1974, 129-35.

Tronc, J., and Oppert, J., *We Are What We Eat,* XV (3), 1972, 126-30.

Wax, C., *Calories and You,* XV (3), 1972 (121-4.

———, *Let Protein Work for You,* XV (3), 1972, 114-20.

———, *Inside Information,* XV (3), 1972, 131-5.

FUTURE ORIENTATION OF HOME ECONOMICS

Doggett, M., *Preparing for the Future,* XVIII (4), 1975, 231-3.

LeBaron, H.R., *What Kind of Home Economics for Tomorrow's World,* XII (4), 1969, 187-90.

Mather, M., *What Will the Seventies Require of Home Economics,* XIV (3), 1971, 101-2.

Parker, F., *Follow the Leader,* XIV (3), 1971, 142-5.

Swope, M.R., *The Future: What's In It For Secondary School Home Economics,* XVIII (1), 1974, 6-9.

Whatley, A.E., *Indignation, An Impetus for Change: Implications for the Professional Home Economist,* XVIII (1), 1974, 10-13.

GAMING AND SIMULATION

Bagby, B., *Silent Auction—A Simulation to Evaluate Toys and Games,* XVII (5), 1974, 265-67.

Grimes, G., *Role Changes: A Play for Classroom Use,* XVIII (5), 1975, 305-7.

Huetle, K., *Highway to Job Success—A Game,* XVII (2), 1973, 98-107.

Huppert, C., and McGown, J., *Housing Simulations for Use in the Classroom,* XVII (4), 1974, 221-4.

Jameson, C., *Consumer's Bill of Rights—Four Skits,* XVII (5), 1974, 267-8.

Lang, T.J., *Games Learners Can Play,* XIII (4), 1970, 180-91.

Nutrition Education Workshop Participants 1972, *Simulations and Games in Nutrition Education,* XVI (1), 1972, 15-60.

Spitze, H.T., et al., *Games as a Teaching Technique,* XIII (2), 1969, 66-72.

———, *Simulations and Games in Consumer Education,* XV (1), 1971, 1-54.

———, *Teaching Techniques (from the 1973 Nutrition Education Workshop),* XVII (3), 1974, 146-70.

Tronc, J., and Oppert, J., *We Are What We Eat,* XV (3), 1972, 126-30.

W.I.U. Consumer Education Students, *Mary Shops for a Used Car—A Play,* XVII (5), 1974, 259-65.

HOUSING AND INTERIOR DESIGN

Braden, J., *Does Housing Affect Family Relationships?* XVII (4), 1974, 179-182.

Faulkinberry, M.E., *Teaching Salable Skills in Family Living,* XVII (4), 1974, 183-4.

Hupert, C., and McGown, J., *Housing Quest,* XVII (4), 1972, 221-2.

Mathews, J., *Low Cost Decorating Yields Productive Learning Experiences,* XVII (4), 1972, 206-13.

St. Marie, S.S., *Homes Are For People,* XVII (4), 1974, 179-182.

Seidel, K.V., *More with Less—Decorating on a Shoestring,* XVII (4), 1972, 201-4.

Skaff, J.S., and Hughes, R.P., *Knowledges Needed by Homemakers and Workers in Occupations Related to Housing and Design,* XVI (5), 1973, 351-9.

Spitze, H.T., *Safety in the Home,* XVII (4), 1972, 214-15.

Summerville, S., *Books, Journals, Magazines, Pamphlets and Teaching Kits Relevant to the Teaching of Housing and Home Furnishings,* XVII (4), 1972, 216-20.

Summerville, S., *Ethnic Idiosyncrasies Can Affect Students' Needs and Views Regarding Housing,* XVII (4), 1974, 186-9.

Teer, F.L., *Better Housing for Minorities Can Be A Reality,* XVII (4), 1972, 197-200.

HUMAN RELATIONS

Bedworth, D.A., *Health Education: A Humanizing Catalyst for Drug Abuse Prevention,* XVI (3), 1973, 195-98.

Bellanti, J., *Teachers as Persons,* XVIII (2), 1974, 59-61.

Bielby, D.D.V., *Humanizing Ourselves and Our Students Through Experiences With Young Children,* XVI (3), 1973, 191-94.

Brookins, L., *The Need for Improving Relations in the Service Occupations,* XVI (5), 1973, 311-17.

Cudney, R., *Change in Student Attitudes through Operation of a Tearoom,* XII (4), 1969, 199-204.

Davis, R.J., *A Teacher Cares for Me,* XIII (5), 1970, 215.

———, *The Need for Self-Acceptance,* XIII (5), 1970, 216-20.

Farris, C., *A Method of Providing Leadership for Problem Solving Action,* XVIII (2), 1974, 81-4.

Griggs, M.B., *Career Selection and Humaneness,* XVI (5), 1973, 334-37.

———, *Self-Actualization through Vocational Education,* XV (4), 1972, 151-4.

Hamilton, D., *Some Thoughts on Humaneness,* XVI (2), 1972, 91-3.

Haney, P., *Becoming a Teacher,* XIII (5), 1970, 215.

Hendrix, D.F., *A Critical Component for Humanizing Education: The School Principal,* XVI (2), 1972, 86-90.

Katz, L.G., *Humaneness in Preschool,* XVI (3), 1973, 179-82.

Mather, M., *Evaluation—More than Tests,* XIII (6), 1970, 263-281.

Nelson, D.M., *The Liberated Family: Everyone Gains,* XVI (4), 1973, 267-70.

Ray, E.M., *Teachers, Values and the Press of Daily Life*, XVIII (2), 1974, 55-58.

Ricker, L., and Weis, S.F., *Strategies for Social and Affective Dimensions in the Classroom*, XVIII (2), 1974, 62-65.

Richardson, J., *Maximizing the Benefits of Resource People and Career Visits*, XVIII (4), 1975, 220-3.

Robertson, K., *What Do I Do Now? A Tab Device*, XVIII (4), 1975, 208-9.

———, *To Go or Not to Go—That is the Questions*, XVIII (4), 1975, 211.

St. Marie, S.S., *Homes are for People*, XVII (4), 1974, 179-82.

Schickendanz, J.A., *Humanistic Education for Young Children*, XVI (3), 1973, 188-90.

Sheldon, M.A., *The American Woman: Today and Tomorrow a Single Woman*, XIII (4), 1970, 175-79.

Spitze, H.T., *Some Aspects of Teacher-Student Relations and Student Achievement or What Do You Expect of Your Students?* XIII (5), 1970, 221-26.

———, *Nutrition Education and Humaneness*, XVI (1), 1972, 1-10.

———, *Consumer Education and Humaneness*, XVI (2), 1972, 81-5.

Walsh, J., *What Do You Believe? Value Clarification Techniques*, XVII (5), 1974, 251-58.

Walters, D., *Attitudes of Adolescent Girls and Their Mothers Concerning Home Economics*, XII (6), 1969, 364-6.

HUMAN ROLES

Below, H.I., *Life Styles and Roles of Women as Perceived by High School Girls*, XVI (4), 1973, 292-7.

Brun, J.K., and Grimes, G., *Teaching About Roles: Emphasis on Student Involvement*, XVIII (5), 1975, 299-307.

Coffin, H.H., *Harriet Harvey Coffin Answers Her Husband*, XVI (4), 1973, 263-6.

Coffin, W.S., *Your New Self Image*, XVI (4), 1973, 259-62.

Dalrymple, J.I., et al., *Curriculum Materials—Dual Role*, XIV (5), 1971, 227-35.

Fraser, D.M., *Liberation for Men and Women*, XVI (4), 1973, 251-8.

Geo-Karis, A., *Equal Rights for Men and Women*, XVIII (5), 1975, 286-7.

Greenwood, S., *Preparing for the Dual Role*, XVIII (5), 1975, 297-8.

Hackett, B., *Dual-Role Double Talk*, XIV (5), 1971, 209-16.

Harriman, L., *Appraising Role Shifts*, XVIII (5), 1975, 288-294.

Harris, R.D., *Coping with Role Conflict: My Story*, XVIII (5), 1975, 280-84.

Honn, K., *Role of the Guidance Counselor*, XIII (3), 1970, 151-3.

Kohlmann, E., *Helping Young Men Prepare for Changing Roles*, XVIII (5), 1975, 273-5.

Lundy, M.A., *Myths That Tell Us Who We Are*, XVIII (5), 1975, 276-9.

Pestle, R.E., *Multi-Roles in Team Teaching*, XIV (5), 1971, 250-53.

———, *The Femine Role Tomorrow*, XVI (4), 1973, 298-300.

Seigel, G., *My Male Liberation*, XVI (4), 1973, 271-2.

Skinner, D., *A Unit on the Dual Career Family: Suggested Activities*, XVIII (5), 1975, 295-6.

Simpson, E.J., *The American Woman Today*, XIV (5), 1971, 217-22.

Wax, C., and Tronc, J., *Women's Changing Lifestyles—Some Implications for Home Economics*, XIV (5), 1971, 223-26.

Weis, S.F., *Home Economics Education: Sexism in the Schools*, XVIII (2), 1974, 85-88.

Westlake, H.G., *Today's Sex Roles and Developmental Differences in the Male and Female*, XVI (4), 1973, 245-50.

Willers, J.C., *Issues Emerging from the Woman's Rights Movement and Their Implications for Vocational-Technical and Career Education*, XVI (4), 1973, 273-91.

Women's Bureau, U.S. Department of Labor (*Aspects of Women's Employment*), XVIII (5), 1975, 312-17.

INDIVIDUALIZED INSTRUCTION

Horn, F., *Using Independent Study in Home Economics*, XII (5), 1969, 293-301.

McCormick, K.A., *Conscientious Consumer Resource Center*, XV (3), 1972, 136-7.

Morray, E., *You Decide—Project Box*, XV (3), 1972, 138-43.

Rdzak, J., *Calcium and Body Health: A Self Teaching Kit*, XVI (1), 1972, 61-9.

Spitze, H.T., *Self-Teaching 'Stations' Help Individualize Instruction*, XVIII (3), 1975, 165-8.

Spitze, H.T., and Workshop Participants, *Self-Teaching Kits*, XVI (1), 1972, 61-70.

Tronc, J., and Oppert, J., *We Are What We Eat*, XV (3), 1972, 126-30.

Wax, C.J., *Why Individualize Instruction?* XV (3), 1972, 105-113.

———, *Let Protein Work for You*, XV (3), 1972, 114-20.

———, *Calories and You*, XV (3), 1972, 121-5.

———, *Inside Information*, XV (3), 1972, 131-5.

INTEGRATION OF HOME ECONOMICS WITH OTHER SUBJECTS

Andrews, S., and Leamer, D., *Unified Arts at Huntingdon's Middle School*, XVIII (2), 1974, 77-80.

Gentry, D., *Home Economics, Art, Industrial Arts—A Team Teaching Approach*, XVIII (1), 1974, 19-22.

METRICATION

Oppert, J., *Opportunity to Learn Metrics*, (*Including Lessons 1 and 2*), XVIII (2), 1974, 94-125.

———, *The Home Economics Teacher and Metrics: Lessons 3 and 4*, XVIII (3), 1975, 171-196.

———, *The Home Economics Teacher and Metrics: Lessons 5 and 6*, XVIII (4), 1975, 244-266.

———, *The Home Economics Teacher and Metrics: Lessons 7 and 8*, XVIII (5), 1975, 331-49.

Parsons, E., *Introducing the Metric System into the Home Economics Classroom*, XVIII (5), 1975, 318-330.

MINORITIES

Griggs, M.B., *Child Development—Focus on the Needs of Black Students*, XVII (1), 1973, 10-13.

Reider, J., et al., *Compradores Vivarchos*, XIV (3), 1971, 109-117.

Spitze, H.T., *Reaching All Minorities Through Home Economics*, XVII (1), 1973, 1-9.

Teer, F.L., *Better Housing for Minorities can be a Reality*, XVII (4), 1974, 197-200.

RESOURCE MANAGEMENT

Farris, C., *A Method of Providing Leadership for Problem Solving Action*, XVIII (2), 1974, 81-4.

Guthrie, V., *Management, Your Stock-in-Trade,* XII (5), 1969, 286-7.

Lee, I.K., *Better Management can Raise the Level of Living for Low-Income Families,* XVII (5), 1974, 229-232.

Myers, J., *Ecology and the Home Economist,* XVI (2), 1972, 103-4.

Nash, S.R., *Meeting the Needs of the Low-Income Aged through Extension Home Management,* XVII (5), 1974, 233-5.

Oppert, J., *Ideas about Space and Equipment for Home Economics Departments,* XV (5), 1972, 213-32.

Parker, M., and Firebaugh, F.M., *An Experience in Home Management,* XV (5), 1972, 233-39.

Stout, B., *Trash is Cash—A Recycling Fair,* XVII (5), 1974, 225-6.

TEACHING AIDS AND TEACHING TECHNIQUES (See also Gaming and Simulation)

Davis, B., *LAPS: An Aid to Career Exploration,* XVII (2), 1973, 63-72.

Gebhart, P., *Teaching Consumer Education by Mail,* XVII (5), 1974, 268-74.

Gipson, B.K., *Legal Problems of Low-Income Families with Suggestions for Teaching in High School Home Economics,* XII (3), 1968, 139-174.

Kemp, L.E., *Home Economics Career Exploration Packages,* XVII (4), 1975, 224-30.

Mather, M., *The Video Tape Recorder—A Versatile Tool in Home Economics Education,* XII (6), 1969, 307-27.

Myhra, C., *Career Exploration Via Slides,* XVII (2), 1973, 108-115.

Pestle, R.E., *Multi-Roles in Team Teaching,* XIV (5), 1971, 250-53.

Sasse, C., *Consumer Problems for the Classroom,* XVI (2), 1972, 163-7.

———, *Classroom Activities in Consumer Education,* XVI (2), 1972, 168-74.

Slater, S., *Creative Think,* XVIII (3), 1975, 156-60.

Spitze, H.T., *Teaching Strategies to Promote Thinking,* XII (3), 1968, 132-7.

———, *Cereal or Sugar (A Bulletin Board Idea),* XVIII (3), 1975, 161-4.

Spitze, H.T., et al., *Exciting New Techniques for Teaching Nutrition,* XIV (1), 1970, 17-44.

———, *Teaching Techniques (for Nutrition),* XVII (3), 1974, 146-70.

Strader, G.G., *Development of Single Concept Films,* XII (5), 1969, 302-5.

Summerville, S., *Books, Journals, Magazines, Pamphlets, and Teaching Kits Relevant to the Teaching of Housing and Home Furnishing,* XVII (4), 1974, 216-20.

Tinkham, R.A., *Improving Learning through Displays,* XII (5), 1969, 257-63.

TEXTILES AND CLOTHING

Berry, M.A., *Clothing Services—What High School Girls Think,* XII (2), 1968, 78-81.

Brown, C., et al., *Instruments to Survey Values and Practices Related to Clothing,* XIV (6), 1971, 296-307.

Creekmore, A.M., and Young, M.J., *The Generation Gap in Clothing,* XIV (6), 1971, 289-95.

Davis, W., *Knowledges in Clothing and Textiles Needed by Homemakers and Workers in Clothing Occupations,* XII (1), 1968, 31-51.

Giese, G., and Gentry, D., *Fiber Characteristics—A Basis for Consumer Choice,* XVI (2), 1972, 128-63.

Koch, B., *Clothing for Consumers,* XIV (6), 1971, 255-88.

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
351 Education Building
Urbana, Illinois 61801

ADDRESS CORRECTION REQUESTED

FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage
PAID
Urbana, Ill. 61801
Permit No. 75

Serials Department
University of Illinois Library
Urbana, Ill. 61801
3 copies

IL

Vol. XIX, No. 4
March/April 1976

ILLINOIS TEACHER
OF HOME ECONOMICS

THE QUALITY OF LIFE AND HOME ECONOMICS

NUTRITION LIFESTYLES AND QUALITY OF LIFE

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Urbana, Illinois 61801

Vol. XIX, No. 4, March/April 1976. Published five times each academic year. Subscriptions $7.50 per year, $21 for three years; Canada, $8.50 per year, $24 for three years; Foreign, $10 per year, $27 for three years. Single copies $1.75. Special $5 per year for undergraduate and graduate students when ordered by teacher educator on forms available from ILLINOIS TEACHER office.

Address: ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

Telephone: 217-333-2736

Foreword

In keeping with the theme for this volume, Quality of Life and Home Economics, this issue focuses on nutrition lifestyles and how these affect quality of life. New directions in lifestyle over the past few decades have led to changing eating patterns. The results have had both positive and negative effects on the nutritional well-being of the population. On the one hand, nutrient deficiency diseases have been ameliorated in North America except in certain high risk populations. On the other hand, nutrition "diseases of choice" such as obesity, overweight, iron deficiency, dental caries, and heart disease have become increasingly serious nutrition concerns and threats to optimum quality of life.

These contemporary nutrition problems offer great challenge to home economics and nutrition educators as well as to other professionals who are concerned with improving the quality of life of the population. This issue of the *Illinois Teacher* addresses some of these current nutrition concerns with the intent to update readers on these new challenges, to suggest creative ways to provide nutrition education in classroom and community, and to underline the importance of *prevention* as an important and too often neglected focus of nutrition education.

A unique feature of this issue is the inclusion of several articles by Canadian nutrition educators. The *Illinois Teacher* reaches many home economics teachers and educators in Canada and has welcomed papers from several nutritionists who share common concerns and offer suggestions for possible solutions.

In the last issue, a series of articles on home economics in other countries was introduced. Dr. Feniak has provided readers of this issue with an interesting overview of home economics in Canada.

Three papers presented to the 18th Annual Conference on Nutrition in Medicine at Northern Illinois University in October 1975 focus on new challenges in nutrition education, psychological aspects of nutrition behavior change, and new food opportunities.

The last section of the journal is a tear-out teaching supplement, "You Score with Nutrition," which includes a guide for teachers or club leaders (pages 240-250), and a nutrition activity booklet (pages 251-258) for students or 4-H members. The cover for the leader's guide on page 239 may be reproduced for the student's nutrition activity booklet. This supplement was developed by Ruth Dow in a recent nutrition curriculum workshop at the University of Illinois.

Quality of life as it is influenced by nutrition can be improved by effective nutrition education. This issue of the *Illinois Teacher* offers a challenge to readers to continue their efforts to this end.

Donna M. Woolcott
Editor for this issue

Nutrition Lifestyles and Quality of Life

Donna M. Woolcott, M.Sc.
Community Nutritionist
Doctoral Student in
Home Economics Education
College of Education
University of Illinois
Urbana, Illinois

Just as the North American way of life has changed significantly over the past several decades, so have the eating patterns and nutrition practices of our population. In the early part of the century, nutrient deficiency diseases, and food-borne illnesses were the major nutrition concerns. Today, with a vastly improved food supply which provides the essential nutrients with minimal risk of microbiological contamination, nutrition concerns have shifted to what may be called "diseases of lifestyle" or "diseases of choice."

With the exception of certain high risk groups such as low income, chronically ill, or geographically and/or culturally isolated populations, traditional nutrient deficiency diseases

such as scurvy and rickets are almost non-existent in North America. The most evident forms of clinical malnutrition to be found in this country today are obesity and dental caries. These examples of malnutrition are not related either to a lack of specific nutrients or foods or to economic hardship. The Ten State Survey in the U.S.[1] and the National Nutrition Survey (Nutrition Canada)[2] in Canada indicated that coronary heart disease, obesity and overweight, dental caries, and iron deficiency are the major nutrition problems which influence the health and thereby the quality of life of North Americans.

How can we account for the shift in nutritional health since the turn of the century? The change from a primarily agrarian society to a highly mobile urban society has had several effects on food lifestyles. The advances in food technology, transportation, and marketing have increased greatly the variety of foods available. In the 1920's there were less than 1000 items available in grocery stores while today consumers must choose from closer to 10,000 different items.[3] The challenge to nutrition and consumer educators from this fact alone is staggering. The influence of mass media has largely replaced "mother's message" of earlier times about food choices. The alarming aspect of media influence is that the amount of money spent on food advertising is in inverse relationship to the nutritive value of the products advertised.[4] For example, most media messages relate to such products as soft drinks, and empty-calorie snacks while little promotion is given to fruits, vegetables, dairy products and meats, the nutrition staples of the diet.

The pace of life in the past decade has changed the eating style from "three square meals a day with the family" to an eating-on-the-run, snacking, fast-food service pattern. This latter pattern is not necessarily less nutritious than the more traditional way but perhaps requires greater attention to the nutritional quality of foods chosen in a food environment which tends to be replete with nutritionally inadequate foods. Mothers, who have traditionally been the nutritional gatekeepers of the family, have less control over family food consumption. By 1980, it is predicted that Americans may eat up to fifty per cent of their meals outside the home.[5]

In general, the average North American tends to consume a diet which is high in fats, sugar, and refined cereal-based foods. The result is an increasing incidence of all of the "diseases of lifestyle" mentioned earlier. Combined with a sedentary way of life, these problems are exacerbated by a lack of physical activity. When 80 per cent of a population is physically inactive and spends 15-30 hours a week watching television,[6] one can only expect problems to become intensified.

What is the solution to these problems? How can the quality of life be improved? It seems obvious that changes in our lifestyle are called for in order to alleviate the nutrition diseases which are not only deteriorating our quality of life but are also contributing to leading causes of death. For example, heart disease (with diet as a major contributing factor) is the leading cause of death in males over age forty years.[7] Much physical and mental suffering needlessly occurs as a result of these lifestyles while health care costs continue to escalate. Far-sighted nutritionists, health planners, and educators are beginning to concentrate their efforts on PREVENTION as the long-term solution to these problems. Education is perhaps the single most important element in motivating the population to improve quality of life. The articles which follow focus on contemporary issues and problems relating to nutrition lifestyles and quality of life. Readers are encouraged to add their own chapters to this issue to make "preventive" nutrition education an integral part of their educational ventures.

---

[1] *Ten-State Nutrition Survey, 1968-1970*, U.S. Department of Health, Education, and Welfare, Pub. No. (HSM) 72-81134 (Washington, D.C.: 1972).

[2] *Nutrition: A National Priority. A Report by Nutrition Canada*, Health and Welfare Canada (Ottawa, Canada: 1973).

[3] Joan Gussow, "Nutrition Education: Is There Any Other Choice?" *T.H.E.S.A. Journal*, 12(1) (1974), 23-29 (published by the British Columbia Home Economics Teachers' Association).

[4] Jean Mayer, Testimony before the Senate Select Committee on Nutrition and Human Needs, December 5, 1972, quoted in *Nutrition Notes*, No. 59 (September 1973), 1.

[5] "How Nutritious Are Fast Food Meals? *Consumer Reports* (May 1975), 278.

[6] *Health and Fitness*, Fitness and Amateur Sports Branch, Health and Welfare Canada (Ottawa, Canada: 1974), p. 7.

[7] *A New Perspective on the Health of Canadians*, Health and Welfare Canada (Ottawa, Canada: 1974), p. 14.

OUR NUTRITION EDUCATION OPPORTUNITIES

Donald C. McAfee, Ed.D.
Director, Division of Nutrition Education
National Dairy Council
6300 North River Road
Rosemont, Illinois 60018

Nutrition educators face multiple problems in getting our message of sound nutrition to the public. Indeed, if our only job were that of reaching the public our focus and challenge would be much less frustrating, and less difficult. However, the question is how to turn our challenges into opportunities.

In my opinion, the public at this time does not recognize nutrition education nor nutrition educators as relevant to society. To whom do people turn when confronted with a nutrition problem such as obesity? The answer, of course, is the physician. What educator is most often consulted by students about diets for specific health concerns? The answer in this case is the coach. And to whom have the general public turned in seeking information about nutritious foods? The names of Adele Davis, Rodale Press, Ewell Gibbons, along with local natural food stores suggest themselves as the most popular sources of information.

Thus, nutrition educators find ourselves faced with a double difficulty in designing our program. One, we must work through those that the public trust and turn to for sound nutrition information. Two, we must provide consumers with a forum to which they will turn with confidence in matters of general nutrition knowledge.

One of the great paradoxes of this life is the fact that something we consider to be the answer to a problem often turns out instead to be a part of the problem itself. This is what happens when the patient in search of dietary advice turns to his physician, blindly expecting him to have the answer. We know for a fact that few physicians are trained with either the knowledge or the skills to counsel consumers on general dietary problems. It is documented that only a handful of medical schools offer even one course in nutrition or the practical aspects of nutrition education to doctors in training. Indeed it was demonstrated in a recent research study in California that physicians could not always successfully identify the foods that go into the four food groups. Nor did they know many of the key nutrients in popularly consumed foods. Assuming that the physician has all the answers to every nutrition problem may very well be a national nutrition fallacy.

Let me hasten to add that I do not condemn physicians for not having had the proper training. Rather, the medical education system responsible for their training has not recognized its failure. This omission is indeed a serious one. It opens the door for the physician to receive incomplete, and incorrect, information about matters of nutrition, frequently from non-authoritative sources. However, this dilemma does give us an idea as to how to develop a strategy for eliminating unsound physician advice on nutrition matters. We can plan to resolve this conflict both by working with medical schools in helping to establish nutrition course work, and by offering seminars in nutrition for those physicians currently practicing.

I do not propose that this will be easy; medical schools and physicians have many special interests clamoring for their attention. In many respects they have developed tough hides when we point to their shortcomings. But the hard fact of the matter is that unless a physician is properly trained in nutrition he is likely to misinform his patients. Or he may follow nutrition faddists in prescribing dietary changes that cannot possibly benefit patients. And unless doctors do get the training that will give them competency in advising patients on nutrition problems it may become necessary to change our traditional slogan of "see your doctor" to "avoid your doctor."

It is possible to design a nutrition course or a set of nutrition competencies for physicians through needs assessments of the doctor-patient relationship. This can be done by interviews with dietitians and physicians who have competencies in nutrition to get their insights, and by an analysis of patient visit needs. Combined, these would give us a profile of goals and objectives for such an education program. Competencies and skills then could be established. It would take some time, some money, and human resources; but it is possible, and it is certainly needed.

A speech presented at the 18th Annual Conference on Nutrition in Medicine, DeKalb, Illinois, October 3, 1975.

At the least, nutritionists should have an impact on the medical profession that would honor the ancient physician's dictum *primum non nocere*—first do no harm. In these days of such great concern over medical malpractice, it would seem only prudent that physicians be concerned that their dietary advice or prescription would not cause harm to the patient.

A second front upon which we as strategists must wage a war upon the ignorance and ill-advised dietary behaviors of population is through the nation's formal education system. Here again, we will not be welcomed with open arms simply because we are promoters of nutrition education. Teachers and the teachers of teachers, as well as curriculum control administrators can be as resistant to change or challenge as some doctors and medical schools. However, it is possible to work with teachers, administrators, and teacher education institutions to give educators the skills necessary for promoting sound nutrition practices with their students.

Through experience we know one can work with the colleges to establish pre-service education programs for student teachers that will allow these fledgling teachers to develop special skills, competencies and knowledge in nutrition education as well as reading, writing and arithmetic. Master teachers and administrators will respond positively when working with such young teachers when they see that children are interested in what they eat and that they will change their eating habits as a result of classroom instruction. Nutrition education can be exciting and rewarding and it can bring to the schools the support and commendation of the parents. Further, it is possible to demonstrate that young teachers who have a background in nutrition education have a better opportunity to receive job offers than those who do not.

Teachers are concerned about the future and how well students will be able to make decisions that will enable them to survive the many potential calamities they will face. They, too, are faced with many special interests asking for time on an already crowded curriculum. Our job will be to show them how and why nutrition education is important to the health of children and their ability to grow and to do well in school. We will have to show them how nutrition education helps to meet many of the teacher's and school's objectives. We must devise ways to help them integrate nutrition education into the present curriculum. We can show them how meaningful nutrition lessons can be infused into social studies, math, science, language arts and health.

Teachers will resist the addition of a new subject such as nutrition but will accept it *if* it helps them to make geography, or metrics, or spelling more exciting. Nutrition is more than just memorization. It is demonstrable and can be a lesson in lifetime skills and attitudes. The ultimate challenge is to make sound nutrition practices a desirable part of every individual's lifestyle. Teachers will like that. If we show educators how they can become more effective at their jobs, they will generally respond positively to our message.

It is possible. *We* have evidence through a model program that has been developed at Eastern Washington State College in Cheney, Washington. That program is doing exactly what I have described. From the Dean of the School of Education to the second grader, from the college professor to the parent, from the student teacher to the elementary principal, all agree that nutrition education has a rightful and meaningful place in the curriculum. Further research data are expected from this model program that will substantiate significant cognitive, attitudinal and behavioral change in teachers and students. We believe that other colleges and universities can use this model, or a modification, and can begin preparing elementary teachers to do a sound job of teaching nutrition in the nation's classrooms.

We also know that it is possible to take many of the teachers who are already in the elementary classrooms and give them in-service education so that they will have many of the necessary skills to do a competent job in nutrition education. For example, last year more than 25,000 elementary teachers were in workshops led by Dairy Council staff across the country in concepts, objectives and student activities that are consistent with sound nutrition.

How is this done? First, we must accept the premise that the job of implementing nutrition education is too big and important to be left just to the nutritionists and nutrition educators. We must concede that we need help, and that the nation's and states' schools are a legitimate area in which to seek that help. It is not enough to sit around and decry the fact that teachers and coaches are not prepared to handle nutrition education. We must take advantage of the opportunities to insist that they are prepared to teach nutrition and then help show them how to do it.

As nutrition educators, we must direct our educational message not only to the often repeated basic food groups and sweet posters with irrelevant platitudes. We must think creatively and innovatively. We will have to understand that the physical and emotional growth, as well as the social environment of the individual, are all a part of growing up. This will then give us some ideas as to how to help create a meaningful curriculum in nutrition education for use in the schools. For example, since elementary children are in the process of losing their baby teeth and getting their permanent ones, and since teachers are willing to teach proper dental health, why not design a nutrition unit or lesson that stresses good eating habits and snacks and their relationship to dental decay, along with the traditional cleaning and care of healthy teeth?

It doesn't seem to make a lot of sense to ask junior high girls to learn how to prepare delicious, tasty recipes, or to memorize the list of foods that contain complete proteins, when they are much more interested in dieting and are confronted with lifestyles that include steady meals at a fast-food service drive-in.

Few teen-age boys are concerned with the implications of scurvy or rickets in Afghanistan, but they are ready for a meaningful dialogue on what kinds of foods will make them better athletes, or will help them to grow stronger bodies.

We must seize upon the natural opportunities rather than to try to force students and teachers to become interested in what *we* are interested in. Coaches will be interested in developing winning teams and good athletic performance. Why not sponsor in-service seminars at coaching clinics that explore diets that are sound and will contribute to health? Why not offer to work with colleges and with the classes that coaches take to discuss diet myths and athletic performance?

Another example of a ready-made strategy might be the newly enacted law that makes health education in Illinois schools mandatory. It is possible that we might work with health educators in helping them develop stronger nutrition education backgrounds so that they will do a better job. Are we working with the state office of education and the teacher education institutions to explore ways that health educators might receive preparation in nutrition? Do we have a unit in nutrition that is exciting, meaningful and easy to use, ready for schools to place into their health education curriculums? These are our opportunities, and our challenges.

A year ago, a course in consumer education also became mandatory for graduation from Illinois schools. Can you envision ways in which many concepts and objectives in nutrition education could be incorporated into such a course? Here was a golden opportunity. Since few curriculums were ready for consumer education, they were searching for ideas on what to teach and how to teach it. The Dairy Council package, *Food, A Super Natural Resource*, was designed for high school consumer education classes, and there are many ways that we can encourage its use in the classroom.

You don't necessarily have to be an educator to get things done. Knowing about what is already available and using your potential as advisors or consultants to school boards or curriculum administrators in order to gain acceptance for already validated programs can be a significant contribution toward gaining the goals of nutrition education.

You can become the catalysts that help establish nutrition education in its proper perspective in the curriculum, and can bring the subtle but strong pressures necessary to implant nutrition education firmly within the present structure of teacher education. History shows us that often the pivotal points of mankind's struggle are directed by strong, behind-the-scenes personalities. If your commitment is to better nutrition through nutrition education then your job is to design effective strategies. Winning generals don't actually fight the wars; they plan and help implement winning strategies.

Thus far, I've concentrated on getting the job done through others, especially in the medical and education areas. But we all know that there is still a large segment of our population not going into the doctor's office for nutrition counseling. Nor are they attending classes in the schools. These are the people we call consumers who are making daily personal and family decisions about nutrition and food habits. How can we influence them?

Look at their needs, look at possible ways in which you can work with them, or reach them. Certainly through the public media is one way. Does your local small town newspaper have a column on nutrition? Would it be possible that you might make contact with the publisher and offer to write a weekly column? Are you working with social, church or civic groups in discussing family food choices and how they affect nutrition? Can you use the

extension agents and utility company home economists to help you get your message across?

Perhaps a specific example of the way to reach the consumer could be through the newly enacted FDA regulations on nutrition labeling. Experience shows that few consumers understand the nutrition information on the labels. Data from the USDA indicate that only 3 percent of the individuals tested could correctly respond to a series of 18 statements about nutrition and the selection, handling and preparation of food. Further, many homemakers held the mistaken belief that some foods by themselves have all the nutrients in the recommended amounts or they were not aware that most nutrients work best in combination with other nutrients. Many were not aware that food is the only source of energy or that proper snacking can effectively upgrade a family's diet.

Data from the same study show that in actual food consumption practices, 20 percent of the household members failed to include milk or milk products in their weekly food intake.

Nutrition labeling provides us with an excellent opportunity to bring home the nutrition message, to show consumers how to choose a balanced diet, to plan nutritious menus and to get the most nutrition for the money.

Don't forget that economics and the high cost of food purchases are powerful incentives you have working for you. The issues of consumerism and inflation combine to make America's food shoppers more cost conscious than they have been since the 1930's. The General Mills' American Family Report confirms that the family's chief concern is money; consumers feel that they have become better, more-informed shoppers. However, as a result of the economic box they find themselves in, many are either cutting back on food spending, or cutting back on meats, sweets, prepared foods and second helpings, or all of them. There is a stronger nutrition awareness than has ever before been witnessed by nutrition educators. Nutrition labeling could be one of the most effective ways available for us to work directly with groups of consumers.

Of course there are other opportunities as well as challenges. Consider the increasing interests in natural foods, home gardening, home grinding of grain, canning and preserving, and organic foods. A segment of our country's population is undergoing a sociological phenomenon that is an antithesis of the jet-age, plastic-wrapped, chrome-trimmed society that wants everything bigger and faster. Instead, these people are seeking to return to a simpler, closer-to-the-earth existence. Some are turning to vegetarianism, others are buying small farms and raising animals and crops without complex, expensive machinery. The lure of the "return to Walden" has a strong appeal to a considerable number of Americans. And as people are seeking a simpler life-style so too must they seek answers as to how to assure a quality of life through sound nutrition practices without reliance upon supermarkets and fancy packaging.

Another opportunity for nutrition educators is to work with America's low income families. Surely you are aware that more than 10 percent of the population in our country are now using food stamps as a way to help strengthen their purchasing power and to assure themselves of adequate amounts of food. I use the phrase "adequate *amounts* of food" because the use of food stamps does not automatically mean that these people are purchasing or consuming balanced diets with their food stamps. Certainly there is a great potential for working with those who have limited resources to help them to develop the knowledge and skills to make decisions that result in the most nutritious diet possible.

I could list numerous other opportunities that present themselves to nutrition educators: working with the elderly, reducing the risks of pregnancy and mental retardation, combating nutrition quackery, seeking effective ways to work with the obese. All of these, and other important issues, are crucial in a society that seeks the improved health of its citizens.

We as educators will have to understand and be able to adopt the concept of values and values clarification into our nutrition education programs. The beliefs and attitudes that one cherishes will be the focal point for change and growth. As world food supplies change, so too must our educational goals. If we are to be faced with the mammoth problems described by many in feeding our hungry planet, we will have to clarify our individual goals and those of society in seeking new solutions to the age-old problems of hunger and malnutrition.

Therefore, nutrition education should not only be a key curriculum component in the health classes in our schools, but could also become a critical issue in social studies, American government, ethics, philosophy, geography, science, ecology, mathematics and other classroom study areas.

Indeed, after carefully analyzing the information that is coming from the World Food

Conference, UNICEF, UNESCO, FAO and other global agencies, one might become convinced that one of the major goals of nutrition educators might be to become crusaders for carefully controlled family planning and universal sex education with the emphasis on eliminating unwanted or accidental pregnancies. Regardless of how much people know about nutrition, it is of little value if we have more people to feed than we have food for people. Population planning for the purposes of balancing the world's people supply with the world's food supply and the commitment to deliver food to the hungry, is critical to the future. It has been aptly said that "God provides food for every bird, but he doesn't throw it into the nest." It seems to me that we are also going to have to give consideration to our food delivery systems.

We can anticipate new slogans to be learned in the classrooms dealing with food wastage, and spoilage will become as important as the learning of food groups. Families will have to consider rules of eating such as "don't take it if you're not going to eat all of it" in food buying, preparation and meal etiquette.

If we are going to have less food, or if we will have to share it more generously with other nations, we will have to consider wise choices as to how to make available nutrients go further. Thus, to reduce waste, consumers will need to find ways to get more nutrition from what we now throw away. Is it not possible that home economics classes will need to concentrate upon new cooking techniques and recipes that utilize every bit of nutrition from foods presently discarded or ignored? Or that students should be encouraged to eat orange peels as well as the orange? We could speculate that they will also be encouraged to experiment with such combinations as soups made of potato peels, bone marrow and carrot tops.

A world short of food cannot afford individual waste. We will have to look to a wholly different way of defining acceptable foods and their preparation. Citizens will need to be educated as to the moral implications of a national food policy and other governmental policies that apply to our relationships with the hungry, developing nations. Such events as the World Food Conference in Rome, the making of agricultural policies, and sales of wheat to China and Russia will need to be debated with the same fervor as our foreign policy in Viet Nam or the sending of Americans to man neutral territory between Israel and Egypt.

Rigid control over the ecosystem of marine life will become a reality if we are to benefit from the nutrients available in the oceans. This will mean not only carefully controlled catches, but also control of the pollutants, oil spills, and other damaging man-made catastrophies that could void marine life from the world. People will have to address themselves to the moral and ethical issues of having an industry supplying dog and cat foods, when these marine nutrients and byproducts could be better used to sustain human life.

The nation's future may depend upon how intelligently we plan our cities and homes so as not to destroy agricultural and grazing lands. Citizens will have to understand the "high risk" decisions involved when we expand city limits to include surrounding farm lands, or when we tax farmers so that it is more desirable to sell the acreage for housing developments. Is it too far-fetched to think of the day when zoning ordinances will require the builders of condominiums, high rise apartments, and townhouses to provide garden acreage accessible to the tenants of the buildings on a per-apartment basis so that each family can grow many of its needs? Is it unreal to expect that garden plots may some day become as desirable as tennis courts in housing developments?

It is conceivable that individual home owners of the future will have smaller garages, not only to hold cars that consume less gasoline, but to give more room for the family garden. Co-op gardens in neighborhoods, with the neighbors collectively purchasing rototillers, fertilizers, seeds, mulch, etc. could become not only fashionable but necessary in some areas. Indeed, we have already seen a number of farmers leasing land to city dwellers in small garden plot size. Garden owners might receive tax deductions for crops harvested so as to reduce the stress upon the commercial farmer who will be struggling to help feed the world and provide world markets with an assured supply of foods. America's foreign policy in the future could depend more upon nutrients per acre than it does on guns, bombs and military presence. Even today our balance of payments is favorable only because of agricultural exports and our ability to serve as the "bread basket of the world."

All of these ideas in changing lifestyles and acceptable social structure could easily be in the relatively near future, and as such will need to be a part of each citizen's education.

Nutrition education can undoubtedly take on new dimensions and growth that could make it as basic to our educational system and the lives of citizens as any factor in society. It

will be up to you as the leaders in nutrition education to help today's schools and society adjust to tomorrow's needs and the role that nutrition education could assume. As society changes for better or worse, the education system has the responsibility of providing some equilibrium to that change.

Our function is not to convert everyone into a nutritionist, but to find ways in which sound nutrition information, attitudes, and practices fit into the scheme of human needs. We have many opportunities and challenges. An ancient oriental saying is "recognition of the problem is half of finding the solution." ▲

RATE YOUR FOOD STYLE

Yes	No	
____	____	1. Do you have a morning meal?
____	____	2. Do your eating habits stay the same even when you are upset?
____	____	3. Do you eat either whole grain bread or cereal every day?
____	____	4. Do you consciously limit your intake of at least one of the following foods: butter, cream, eggs, organ meats and fried foods?
____	____	5. Do you usually choose nutritious snacks?
____	____	6. Do you pursue a regular activity program?
____	____	7. Do you rely on a well balanced diet to meet your nutrient needs rather than taking vitamin and mineral supplements?
____	____	8. Do you control your consumption of high sugar foods?
____	____	9. Do you salt your food only after tasting?
____	____	10. Do you select from the 5 food groups every day (meat, milk, breads and cereals, fruit, and vegetable)?

See page 203 for answers.

Prepared by:
NUTRITION CONSULTANTS
HEALTH PROMOTION BRANCH
ONTARIO MINISTRY OF HEALTH
TORONTO, CANADA

Psychological Aspects of Dietary Change

EDITOR'S NOTE:
The following article focuses on nutrition intervention in the health field. The reader may insert the words client or student where the author uses the word *patient*. The principles and concerns involved in behavior change which are examined are as applicable in the classroom as in the hospital or community at large. Classroom teachers may identify their role as nutrition educators at the health promotion/prevention end of the continuum described in the paper.

Guy W. Steuart, Ph.D.
Professor and Chairman
Department of Health
Education, University of
North Carolina, Chapel Hill

In spite of conscientious effort on the part of all of us, we continue to face formidable problems of getting individuals, families and communities, to respond to the advice we have to offer. This should be indication enough that there is no easy way to achieve this end.

As professionals, we are inclined to make an unreal distinction between the technology and science-based knowledge we have to offer the consumer and the way in which the advice is offered. Thus, in the field of nutrition, as in other fields, we study, and continue to learn at a rather advanced technical level, the content of our specialty area. Yet we continue to treat the psychological and behavioral aspect as if it were something that can be acquired simply by experience, by people with sensitivity and insight and perhaps with casual reading here and there.

I would like to suggest that the psychological and social aspects of dietary change (like the political, the economic and other major dimensions) require at least an equal level of technical knowledge and professional skill in order to make effective delivery possible.

There is not, of course, the same level of precision of knowledge in the psychological field as there is in the biochemical and nutritional. But there is available a considerable body of knowledge acquired from experience and from research which could exercise a significant influence on our effectiveness if we would systematically apply it.

We should not be surprised that people are "unreasonable," more irrational than rational, and that they behave more in terms of what they need and want and of what will, in the end, give emotional satisfaction, than in terms of what they know in the intellectual sense.

We should not be surprised because this applies no less to us as professionals. Hence, we could work out a rather elegant and detailed set of program procedures, and of knowledge and skills to be acquired by us to create the necessary conditions to be considerably more effective than we are at present. But I believe we would in the end probably reject such plans on a number of grounds including one that we do not have the time. Basically, this rejection is no more "reasonable" than the individual, family or community rejection of our advice.

No professional group in public health and medical care can claim to be exempt from this, and certainly it is very relevant to the nutrition field. Food is, in the end, a highly emotional matter. *Food* may, indeed, be the most highly-charged four-letter word of all, and both professionals and clients are not above irrationality in facing the prospects of change.

THE INDIVIDUAL AND THE THERAPEUTIC DIET

We may conceive of intervention on a continuum ranging from a therapeutic end to a preventive or health promotion end. Certain basic principles run through the whole continuum but assume certain distinctive forms at the extremes.

Thus, at the therapeutic end the needs and motivations of the professional would seem most closely to match the needs and motivations of the patient or individual. The professional has a priority need to get the patient onto an adequate therapeutic diet for purposes of aiding in the recovery. The patient has a priority for getting well or keeping as well as possible.

Presented at the 18th Annual Conference on Nutrition in Medicine, DeKalb, Illinois, October 3, 1975.

PREVENTION AND HEALTH PROMOTION	TREATMENT
NUTRITION INTERVENTION CONTINUUM*	
PUBLIC HEALTH AND COMMUNITY NUTRITION PROGRAMS SCHOOL EDUCATION PROGRAMS MASS MEDIA	HOSPITALS/CLINICS PHYSICIANS' PRACTICES THERAPEUTIC DIETITIANS' PRACTICES

Therefore, the task of persuasion does not have the same level of resistance to acceptance as may be found at the health promotion end.

Moreover, the nature of the professional-patient relationship is such, that the traditional format of the professional message, i.e., "if you do this, it will be better for your health," matches what might be called the health-directed motivation of the patient.

Also, the commonest unit of practice is the individual and, perhaps in nutrition more than anywhere else, the immediate family.

What determines the individual's behavior, of course, and what determines change in that behavior, is not what is in the professional's head but what is in the individual's. The felt need priorities and motives of the individual have primacy in determining behavior and indeed the way in which information is heard, what is heard, how much is heard, distortion and misunderstandings in the hearing and, therefore, the behavioral response.

It is a deeply ingrained professional habit that is extremely difficult to shake, that we have a deep and abiding trust in the effectiveness of carefully presented information and facts. So convinced are we of the potency of information, that we thoroughly believe that if only we can get the information across, attitudes will change and as a consequence so will behavior.

Unfortunately this duck-like sequence of information change leading to attitude change leading to behavior change, is not substantiated either in practical experience or in research.

Thus, in contact with the patient, we tend to attach the following order of importance to components in our education.

First, there is the concern for the "content" of the nutrition message. Here we are dominated by the notion that we have to get that information from our heads into the head of the target individual.

Second, there is the concern for nutrition behavior and the actual carrying out of our advice by the patient based on the information we have given.

Third, there is concern and interest in the person as a person and perhaps here mainly when he or she presents obstacles to achieving the first two aims.

Now information is essential for the *what* of nutrition; it is essential for the *how* in terms of purchasing, preparing, etc.; but it may be the least important (although some of it has to be there obviously) for the *why*. It is the *why* that touches on the motives and needs of people.

If this is true, then it is essential from the start of the relationship, that the professional make every attempt to work within the frame of reference (not simply cognitive but emotional as well) of the individual and his or her competing needs and priorities. Hence, the posture of the professional initially should be one of relating with the patient or individual as a person, establishing a warmth and confidence, and very often flowing into an emotional vacuum created by other professionals the patient or individual may have seen during the therapeutic process.

In the long run, there is no substitute for understanding the person as a person. Being dominated by a need to get your nutritional message across as rapidly and completely as possible, may be the major factor in failures to persuade. At the same time, there is no doubt that certain patients and individuals are "ready responders" for whom information is all that is required. But these are relatively rare. We need, therefore, to cure ourselves of this obsession about talking nutrition all the time as if our felt needs were exactly matching the felt needs of the patient or individual.

I ran across an interesting case example of this when asked to meet with a group of physical therapists concerned with rehabilitative care. They quoted the example of a man lying in bed, refusing to perform the therapeutic exercises they were recommending,

---

*Illustration added by editor.

because he was in a deep depression and believed he was going to die. The question was, what should they do about getting him to perform these exercises which were essential to his health and survival. Well, there can be only one answer. It is not a complete answer but it presents an absolutely necessary pre-condition for achieving anything in the situation they presented. The belief of the patient that he was going to die, and his depression, present the priority problem which must be dealt with, in and for itself, not simply as a breakthrough to introducing therapeutic exercises. To deal with something which in the patient's view was relatively trivial (i.e., exercise) when absorbed in his own thoughts and convictions that he was about to die, were it not so tragic, would be laughable. This may be an extreme case, but I believe it makes the point.

So we need to develop skills in eliciting the patient's own feelings and theories about his own status, his hopes and aspirations, his need for feelings of security and, in this context, his feelings about food.

We also need, of course, an adequate picture of his dietary style and his food behavior patterns up to the point of our intervention.

So probably the sequence of our priorities should be the reverse of what it currently tends to be so that first importance should be attached to relating with and understanding the person as person, second importance to learning from him his present food behavior and third importance to introducing our new information so that it has meaning in the light of the first two considerations.

This has implications not only for how we behave in the clinical situation but also for how we train ourselves over time as professionals. Thus, what I am recommending is that when we do further reading and study and when we use consultants, we remember that our own knowledge of nutrition itself and even of nutrition behavior is somewhat superior to our knowledge of the psychology of the individual. But if we spent more time studying, attending to, and keeping up to date in more general aspects of human behavior and human behavior change, we would be in a much more flexible, not to mention innovative, situation in respect to changing our own behavior as professionals and therefore, our own effectiveness.

We will always hear objections that sheer time constraints prevent us from doing anything else but getting information across as quickly and economically as possible. But real as this problem is, it can be presented as a cop-out to avoid changing our style or it can be presented as a problem to be solved. If you are of the first persuasion, you might as well give up hope. If you are of the second persuasion, there is always hope.

Time is, of course, an important factor. Thus, a further question is the extent to which other professional personnel who have come into contact with the patient have themselves effectively related with and given the patient a feeling of satisfaction that he or she is understood, and have made some contribution to prepare the way for the patient's contact with you. There are also those professionals who will be seeing the patient after you and whose later role you may wish to reinforce.

In this respect, it is worth mentioning that there is a growing movement among pharmacists to become involved in the broader clinical guidance of the patient. The pharmacist, after all, has the "magic" at his finger tips in the form of drugs he dispenses. Closer professional cooperation between dietitian and pharmacist might add a touch of that magic to food advice.

But even if the patient or individual wants, and badly wants, to follow your advice, there are matters such as the practical facilitation (the how) which need to be cleared and, very importantly, the larger behavior systems of the patient which may be affected by changes in his food behavior.

And this, at least to some extent, is what had led us into considerations of the family as the unit of practice in addition to the individual. The fundamental question here is what kind of economic unit and what kind of social support system can be used to influence and support the individual's food behavior change.

Here I would commend to you a further breakthrough that seems to me necessary. We have perhaps been too obsessed with the notion that the family, particularly the spouse, is the essential support system with which we need to work.

I would suggest that this has to be rediscovered on the occasion of each individual patient.

Every individual is surrounded by a network of both kin and friends, and from individual to individual, as well as subculture to subculture, the kind and composition of these networks is likely to vary.

What we need to elicit from the patient is some notion at least of what is his closest unit of identity. I use the term "unit of identity" to designate those members of the network in the life-space of the individual who relate most closely with and exert most influence upon him or her.

There are ways of eliciting at least a rough picture of these networks and even if we are unable always to follow up with immediate support and advice to those who exert most influence on the patient's daily life, at least we would have a more realistic view of whom may need to be involved in any follow-up.

Finally, extending beyond the individual, beyond the family and beyond the social support network, is the culture or sub-culture from which the individual comes.

If we work for a long period of time with people of a single sub-culture, we do manage to achieve considerable mastery of what might be called the "inside view" of that culture. Our advice and persuasion are considerably sharpened by this. But in normal practice, one of the most salutary effects on the effectiveness of the professional would occur were we to go into the clinical situation with a deep conviction that first we must learn from the individual or patient and only secondly will we attempt to have him learn from us. Only the member of the culture or sub-culture can say what it is like to be a member of it and can reflect to what extent he is a part of it and therefore how much its food behavior patterns apply to him.

COMMUNITY PREVENTIVE AND PROMOTIVE ACTION

This then leads us to a consideration of the other end of the spectrum, i.e., the primarily preventive and promotive action with communities and larger populations as our units of practice, in contrast to the individual and small group.

Where at the therapeutic end we are dealing largely with health-directed behavior in the sense that the primary motive in changing behavior may be to achieve health, at the promotive end we are dealing rather with health-related behavior which is determined and maintained largely by needs and motives that are not in themselves directed toward health in the traditional sense at all.

These needs are those of everyday life—to make a living and get some psychological satisfaction from the job, to feed a family as economically as possible, to enjoy one's food and all the rituals that go into its preparation and eating, to have relief from the reality of everyday pressures in rest, recreation and fantasy, to have a good education for one's children, to enjoy the pleasure of closeness and support from family and friends, and so on.

Here, then, unlike the therapeutic situation, we are not only intervening (commonly unwanted) on a daily scene of active living but are coming in with priority professional needs (i.e., to change nutritional status) that may not match the priority felt needs of the consumer.

Moreover, where we may feel comfortable and reasonably competent with the individual and the family as a unit of practice, we have now that extremely unwieldy unit, the community.

Nonetheless, with that stubborn disregard for reality that professionals seem to exhibit more than their clients, we again spend ingenious time working out ways of disseminating information as the major thrust of our programs and being disappointed when this does not have the desired effect.

Here, too, we should emphasize, just as knowing the person as person has no substitute, so knowing the sub-culture as sub-culture has no substitute.

Whereas from the therapeutic end we have tended to extend from the individual to larger units of practice such as the family and other groups, at the preventive or promotive end, beginning with large populations, we need to refine our units of practice to somewhat smaller groupings.

A population of say half a million people is not necessarily a unit of practice in the "unitary" sense of constituting a social system. A population is only an aggregate of people.

In order to initiate a program of behavior change, whether this is concerned with nutrition or, indeed, any other area, a necessary condition to long-term success is the delineation of real units of identity within the population we are serving.

The local community (if you like, "neighborhood") is not simply a population. The term implies a shared identity by the members, a set of common behavioral patterns, common felt needs, common aspirations and a network of interpersonal communication.

A community, in short, is properly distinguished from other communities in that it has a relatively distinctive life-style or sub-culture.

I use the term to cover distinctions that may be a function of socio-economic class as well as of ethnic descent. A middle-class black (or integrated perhaps) community will share certain features with other middle-class communities just as it will with poorer blacks in urban ghettos. But it is likely, overall, to have a community distinctiveness that merits its treatment as a unit of practice.

What I am getting at is that communities and neighborhoods, like individuals and families, have "personalities," and knowing or effectively relating with them is a *sine qua non* of successful behavior change intervention.

So the foundation of success of a program rests largely on the extent to which a target population, no matter how big, has been differentiated into such communities of identity and the program is responsive to the varying priority needs felt by such communities.

This is complicated enough in large urban areas and somewhat easier in rural. But there is a further possible refinement.

Any target category, not simply the people of a community, but say "teenagers," "mothers of young infants," "the elderly" . . . are simply categories. Essential to effective intervention is some knowledge of the extent to which they, too, have "community" characteristics, i.e., are units of identity.

Thus, even "alienated" teenagers are not a single identity unit. The "alienation" of poor Chicano teenagers may be a product of frustration in trying to join the "establishment" whereas the "alienation" of well-off white teenagers may be a function of revolt against the establishment.

Thus, when programs involving behavior change get off the ground, they have to deal with real groupings that have common outlooks, experiences, behavior patterns and a sense of identity so that the impersonal dissemination of factual information and appeals to change will likely bring only very variable results.

Let me take an example in terms of a broader program of maternal and child care.

The setting was an urban black ghetto in west Los Angeles where the health department was concerned about the effectiveness of a child health program.

The total population of the target area was about 4,000 people. It was rather easily demonstrated that this population was in fact a unit of identity in the "community" sense indicated earlier.

But, within this community, a rapid survey showed that people's interpersonal relationship networks tended to constitute anything between 150 and 200 members of kin and non-kin. Thus, the 4,000-strong community unit of identity could be broken down into about 25 smaller units of identity.

In turn, each such network tended to have within it one or two older women who acted as informal opinion-leaders effectively influencing the care, nutrition and rearing styles of young children.

Thus, these twenty-five or so women were the gatekeepers to change. The agency personnel were therefore equipped with methods for identifying them and the program began to shift its emphasis from attempts to make contact with all mothers of infants to concentration on these opinion-leaders.

I offer this as an illustration of our need to spend more time on the cultural and social make-up of our target populations, more systematically to determine the units of identity and to place more emphasis on the natural determinants of behavior maintenance and change as we find them.

This is not to say that we cease disseminating information by all means available to us. It is to say that our expectations of the results of such methods alone should not be too high; that to break through to new levels of effectiveness, we have to focus more systematically on the social and behavioral domain in and for itself.

Now physically and inter-personally, it seems obvious how we can relate with the individual and particularly at the therapeutic end of the spectrum.

How do we, though, "relate" with a community?

The traditional model of the professional-consumer relationship is that the professional is the expert and the consumer is not. Therefore, whatever devices the professional may use to relate with and gain the trust of the consumer, the persuasive direction of communication is toward the consumer and from the professional.

What we have consistently underestimated is the expertise of the consumer. The members of the community know far better than we ever will what it is like to live there, how people feel about their lives and conditions, the traditions and feelings they have about foods, their priority needs and concerns and a whole host of "inside" information. Moreover, they have a sense of what people are likely to accept or reject, how a program might be made more acceptable to them and who the influential people are who might support the program.

I know there has been considerable argument (and I agree with the moral thrust of it) that people are entitled to have a voice in the kind of services that are delivered to them; that this has been used as a rationale for putting community members onto the boards, councils and committees that either advise on, or actually make, the policy decisions for health and allied programs.

However, I am arguing for a strong voice of the consumer because I believe that if we handle it in a sensitive and insightful way, it will provide us with numerous new approaches which may never occur to us while we are on the "outside" and where there is not an agreed cooperative partnership between professional and consumer.

Now I do not want to argue for (although, again, this is a necessary condition) the inclusion of "power" figures on program committees. This is important because such people from the community have tremendous influence in determining general feelings about a program and in attracting community resources in support of it. That need is rather obvious. We all know the kinds of boards that have on them bankers, business men, newspaper editors and the like.

What I want to emphasize is the presence on such councils and committees of people who are more truly "representative" of the community or neighborhood to which a program is being delivered.

Now, "representative" does not necessarily mean that politically they are endowed with the right to speak or make decisions on behalf of a constituency which has elected them. Not that I am ruling this out. But I am stressing the notion of representativeness rather to mean that they are adequate and reliable "reflectors" or mirrors of sentiment, feelings, priority needs and aspirations of the communities of identity from which they are drawn.

With the individual in therapy, so with the community, we have to take account of, indeed engage directly with, the whole range of priority needs that the community may feel.

Among most populations, when we come in with our programs of education, information, and persuasion, some proportion at least of people do respond. Their felt needs happen to be consonant with our own as professionals. But these "ready responders" often constitute only a minor percentage of that population and indeed are often the very members of it who may need our care or advice the least.

And the more culturally distant the population is from the essentially white American middle-class culture of health services, the greater the likelihood of increasing percentages of non-responders to health and health related programs.

So the fundamental motivational question is how we can harness our programs or intentions to the motivations and intentions of these relatively inaccessible segments of the population.

What are these other motivations? Perhaps we can sum up by saying they commonly consist of needs which may not appear directly related to the services we specifically have to offer.

When, however, we look more closely at these expressed needs of communities, we often find that they are in fact irretrievably linked with nutrition. When people express concern about education for their children, about jobs, income, housing—the whole bit—they are expressing important correlates of nutrition so that we find ourselves in a rather peculiar position.

We can have little effect on these inaccessible segments of the population unless we embrace and endorse not a simple one-track nutrition program, but a whole larger program of community health development. In the long run, it seems clear that it is only when services relate with communities in respect to all their felt priority needs, that they can make a lasting and progressive impact. Thus, like it or not, if we are to make a significant impact on the nutritional status of communities, we have no choice but to get engaged in broader health and social change action.

This does not mean that we set out on a lonely track ourselves. What it does mean is that alongside the move of involving representative consumers in our own internal councils

and decision-making, we also need carefully to examine our relations with other services with whom we can jointly pursue our common meta-goals while at the same time doing our specific "thing" in nutrition.

Thus, by effectively sharing our broader social change goals with those of other agencies that have the same concerns, we are in a better position to place the nutritional question in perspective and better able to give it a meaningful context for its understanding and acceptance by the community.

CONCLUSION

I have tried to present, if not sufficient, at least necessary, conditions for increased effectiveness. But I have also tried to emphasize those features to which we as professionals seem to have the greatest resistance to learning.

You will notice I have taken my one or two illustrations from outside the field specifically of nutrition and I have done this deliberately. Obliquely, I was trying generally to illustrate that all health professionals, indeed all "helping" professionals, no matter what their specialized interests, share similar problems in behavior change.

The "moral" is, of course, that not only do we need to learn from other fields as much as our own, but that, with all professionals, we need to be seeking to identify more generic principles of behavior change and to be more systematically and deliberately complementing each others' programs in practice.

I frankly do not feel that the primary problem is one of patient, individual, family, small group or community change so much as it is a change in our own professional knowledge, skills and styles; a change in the extent to which we ourselves are held back by professional traditions in a professional culture that in many respects is more rigid than those of the communities in which we work. We have an awesome regard, at least in our professional lives, for orderliness, for cleanliness (not next to, but superior to godliness), for health in an almost puritanical sense, for the rationality of well-organized data and in fact, for a total world of elegant geometrical form.

And this is the vision we tend to carry to the world outside which we ought to know by now is untidy, dirty, disorderly, somewhat confused, irrational and delightfully complex—a world not of geometric forms but of crooked lines and squiggles whose directions we cannot entirely predict.

And what a relief that this is so. If we health professionals really had our way, if we were the sole political and social decision-makers, what an irretrievably dull life it would be for everyone. ▲

NUTRITION BEHAVIOR: EXPLORING ITS SOCIOLOGICAL INFLUENCES

Catherine Rand
M.N.S., R.P.Dt.
Senior Nutrition Consultant
Ontario Ministry of Health
Toronto, Canada

Nutrition can most simply be described as the interaction between people and their food. There are:

- **physical** interactions which include the ecological factors affecting the availability of foods to people, food production, storage, preservation and preparation;
- **biological** interactions which include the ingestion of food, its assimilation and its subsequent effects on the body; and
- **sociological** interactions which include the cultural, psychological, economic and educational factors which affect people's choice of foods (4).

As nutrition educators, we have usually been more comfortable in discussing the physical and biological interactions such as how to prepare, preserve and store foods and the effect nutrients and calories have on health. We have been less comfortable or less capable of exploring the sociological interactions; yet their importance in nutrition education is indicated by the very definition:

> Nutrition education is the process by which *beliefs, attitudes,* environmental influences, and *understandings* about food lead to practices that are scientifically sound, practical, and consistent with individual needs and available food resources.[1]

Beliefs, attitudes and understandings about food are largely determined by the cultural-psychological-educational components of sociological interactions.

Todhunter has succinctly expressed the need for understanding of these sociological interactions:

> Food is a physiological substance supplying the essential nutrients for health, but it is much more than this to the average person. It is the sum of his culture and traditions, an emotional outlet, gratification of pleasure and a reflief from stress, a means of communication, security, status, personal experience—all of these interwoven in the fabric of life and unconsciously expressed in food likes and dislikes. These deeply rooted feelings about food do not yield easily to reasoning nor to scientific facts about nutrition. Nevertheless, the psychological and emotional reactions to food must be studied and understood before there can be progress toward acceptance of foods for their nutritive value.[2]

NUTRITION BEHAVIOR: THEIRS AND OURS

Reason alone almost never determines eating habits. However, by understanding ourselves in relation to our eating habits, we can begin to develop habits which are more rational.

The more we understand about the sociological aspects of nutrition behavior,[3] the more we can benefit

- as **individuals** who are concerned about our own personal health;
- as **parents and friends** who through our approach to feeding others have the potential of promoting poor or good nutrition behavior; and
- as **nutrition educators** who will be able to make nutrition information more relevant for the individual values, lifestyles and attitudes of our learners.

This article will:

- briefly review some selected references in the area of nutrition behavior and its sociological influences, particularly the sociological-psychological-cultural aspects, and

---

[1]American Dietetic Association, "Position Paper on Nutrition Education for the Public," *Journal of the American Dietetic Association,* 62, No. 4 (1973), 429.

[2]Neige Todhunter, "Food is More Than Nutrients," *Food and Nutrition News* (National Livestock and Meat Board), 43, No. 6-7 (1972), 4.

[3]The author uses the definition of nutrition behavior as the way in which individuals or groups of individuals in response to social and cultural pressures, select, consume and utilize portions of the available food supply.

- outline learning opportunities which will help both ourselves and our learners to explore the sociological influences on our and their personal nutrition behavior.

REVIEW OF SOME SELECTED REFERENCES ON THE SOCIOLOGICAL ASPECTS OF NUTRITION BEHAVIOR

A few selected references have been used to provide a brief overview of the sociological aspects of nutrition behavior (1,2,3,5,6). They provide background which will enable the teacher more successfully to highlight teaching points from the learning opportunities suggested.

Every culture has its own value system and most individuals not only feel more secure with the value system of their own culture but also feel that it is superior to all others. In observing an unfamiliar culture, one can never forget one's own values and therefore an awareness of one's own biases will help avoid distorted views. This point is particularly relevant in studying the food habits of others, since culturally determined values, attitudes and beliefs define what is considered food and for whom and under what circumstances, as well as what roles food plays in people's lives (1). For example, the African child learns to prize grasshoppers and grubs as food while the Canadian or American child learns to drink milk; in some parts of Polynesia, husbands and wives eat apart while in North America the family eating together is valued; the French place a high value on cuisine while the role of food in the lives of Italians is more the pleasure of eating and of family meals (3).

Food takes on meanings or symbolism which result from the individual's sociocultural, psychological, sensory and intellectual experience (1). Food may become associated with biological or emotional security, safety and health, memories, love; or it can be used as a means of expressing creativity, extending hospitality, attaining status, relieving tension, influencing the behavior of others (1,3,6).

Individual foods take on their own special symbolism such as the association of men with steak, women with jellied salads, childhood with peanut butter. These symbolisms may be very subtly taught as indicated by Moore (5) describing the way in which a small child is taught that candy is especially good and should be prized above fruit, cookies, crackers or other snacks. Parents withholding it, doling it out for good behavior, and beaming when they pass it to the child all help to establish the special regard held for candy.

Lamb (2) found in her review of references on food acceptance that it can be influenced by: (1) familiarity with the food, (2) contacts with it in early life, (3) the individual's self-image and mother concept, (4) traumatic experiences, (5) literacy, (6) neuroses, and (7) personality characteristics, such as anxiety and rigidity.

People's eating behavior differs not only in the individual meanings and associations which they have for particular foods but also in how they get their major gratification or happiness in eating (1). For some people, having *what* they most want to have at that time is their major source of gratification; nothing else would give the same happiness. For others, eating *when* they want to is more important than what they actually eat. The *surroundings* such as the environment or service is more important to some people. To others, the people *with whom* they eat is vital whereas to others, *quantity* is the major gratification. Yet, for others an accompanying activity such as watching T.V., reading or listening to music is the most gratifying aspect of eating.

LEARNING OPPORTUNITIES FOR EXPLORING PERSONAL SOCIOLOGICAL-PSYCHOLOGICAL-CULTURAL REACTIONS TO FOOD

The following learning opportunities have been used to assist learners in exploring their own nutrition behavior. The techniques are adaptable to many audiences, such as teachers, students, health professionals and parents. The key points stressed can vary with the particular audience; for example, with a parent's group the focus may be the influence they have in forming eating habits of their children whereas for a health professional group it might be to gain an appreciation of the influences on nutrition behavior so they can provide more relevant nutrition education to clients. However, an inherent aspect for all groups should be to gain an understanding of one's self before trying to help modify or improve the eating habits of others.

The Meaning of Food (Word-Picture Association)

Objectives:

- to provide an "ice breaker" to initiate discussion (There are no right or wrong anssers, so the technique is relatively non-threatening.)
- to help learners identify their own individual reactions to food and explore their reasons for them
- to illustrate to learners the individuality of food habits and instill an appreciation for the habits of others
- to assist teachers in uncovering the learners' beliefs, understandings and attitudes about food
- to explore ways in which more positive associations can be formed, if negative ones are causing a roadblock to good food choices

Teaching Technique:

Students are given a list of words such as the following:

hunger	religion	convalescence
pastime	health	excitement or adventure
comfort	tradition	prestige or status
home	ethnic	diet or fattening
love	creativity	babies
friendship	convenience	children
celebration	cheap	teenagers
memories	luxury	men
reward	poverty	women
fad	disgust	refreshing
strength	unusual	rejection or punishment

They are then shown a series of colorful magazine pictures of food; six to ten are adequate. Students are asked to record the word from the above list that they most associate with the picture. After all pictures are shown, students are asked for their responses to each picture in turn.

During the feedback, individual responses can be explored in more detail to illustrate key points such as:

- Why do people respond differently to the same foods? (different lifetime of experiences, different use of food in their families, different ethnic background, etc.)
- Are any of the associations interfering with good eating habits?
- What has caused the negative response to a particular food? (Often the unpleasant association which first initiated the negative response has long since been forgotten.) Is the reason still valid when examined more rationally or in light of what you know today?
- Are any of our emotional uses of food or negative associations influencing the eating habits of other people? For example, as parents, are children learning our attitudes? Is this reason enough to try to become more rational about our food habits?

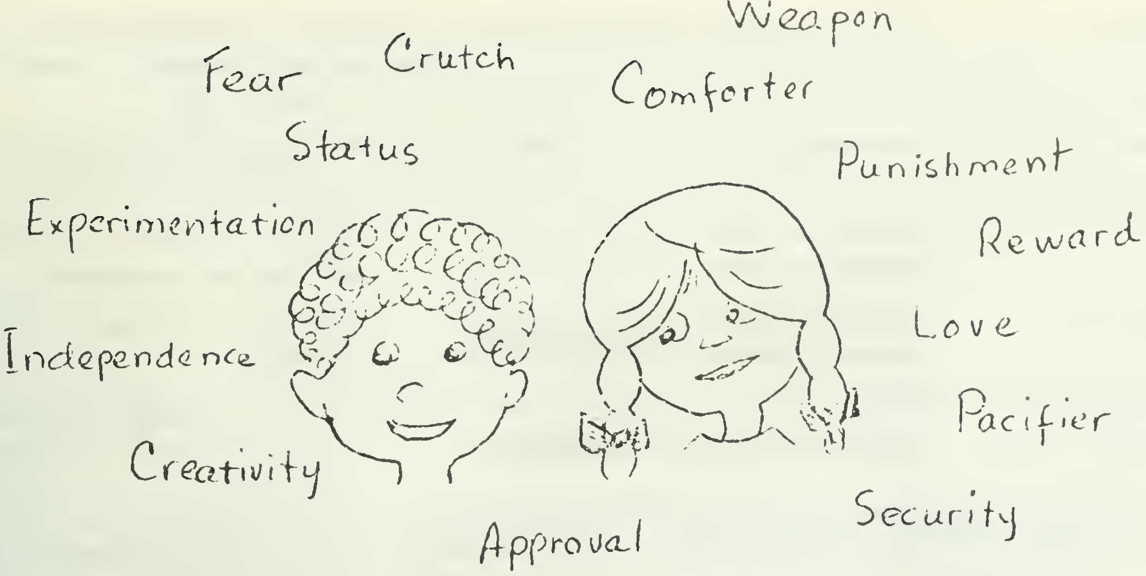
How Food Meanings Develop (Infant Spiral)

Objectives:

- to illustrate how food associations and meanings can develop
- to stress that we not only feed food but we also feed attitudes
- to explore ways to convey associations conducive to the development of good food habits

Teaching Technique:

A picture of an infant or young child is centered on a poster, transparency, or blackboard. Words which convey an attitude or association or emotional use of food are placed in a



spiral around the infant (see illustration). They are added one at a time, giving everyday, real life examples of how food takes on that meaning or use. For example:

- "A child learns to associate food with *security* when his hunger cries bring someone who cuddles and feeds him, thus relieving his hunger, warming him, making him feel cared for." (placing word "security" on at this time)
- "He learns to use food as a *comforter* or crutch if everytime he skins a knee or the neighborhood children refuse to play with him, mother takes him in and soothes his wounds with candy or cookies."

The teacher may give the examples to illustrate the point or she may solicit examples from the learners, e.g., "How do we learn to use food as a comforter or crutch?"

Some food meanings and how they may develop are outlined below:

Food Meanings	*Examples of How Meanings Develop*
Security	When an infant cries, someone feeds him, cuddles him, makes him feel cared for. Food represents the security of being cared for.
Pacifier	If everytime child cries, he is given food, whether or not it is a hunger cry.
Experimentation	A child learning about his environment, loves to feel, smell, play with food (may be very frustrating to parents but is a natural developmental phase for the child).
Weapon	A child soon learns that at an age when he has little control over his environment, he can use food as a weapon of revenge or to get attention —by refusing to eat, demanding food, or throwing food.
Punishment	Parents withdrawing food, e.g., dessert for bad behavior or going to bed without supper, teach this meaning of food.
Reward	Food is often given to reward accomplishment, good behavior. (Unfortunately sweets are the most widely used food reward.)
Independence	A child may use food as a way to express independence and individuality, i.e., develops own likes and dislikes; in teen years, rejects family food patterns.
Love	Food is given to express love, e.g., Valentine chocolates; or mother saying "don't you like mommy's dinner" conveying the idea that to reject mommy's food is to reject mommy. Child learns to give and eat food to show love.
Comforter	A child who skins knees or is rejected by other children is comforted and consoled with cookies or candy, thus learns to associate eating as a way to handle life's problems.

Crutch	Food is used to relieve boredom or loneliness, to handle anxiety or disappointment or unhappiness. In other words it becomes a substitute or crutch to cope with unhappiness in one's personal life.
Fear	An unhappy, traumatic experience with food such as becoming sick on it may cause a child to fear eating that food in the future.
Approval	Eating the favored foods of one's peer group or "cleaning the plate" for mommy may be used as means to win approval and acceptance.
Status	Serving or eating exotic or gourmet or expensive foods may be done to impress others with one's worldliness or wealth.
Creativity	Food preparation may be an outlet for self-expression just as some people may use crafts, hobbies.

Group discussion can evolve around such issues as:

- Which of these meanings are positive and which ones negative influences on good food habits?
- What can be done to "feed" better attitudes?
- Which of these influences are having an impact on your eating habits?
- What else, other than food, could be used as rewards, comforters, symbols of love, etc.?

Other Teaching Ideas

The *Value Recognition Activity* (see page 204) is another method of exploring one's own personal nutrition behavior. As nutrition educators we must provide nutrition information which recognizes the individual's own value system and priorities. Understanding the sociological influences on learners' habits should prevent us from making such errors in nutrition education as:

- making gourmet cooking the focus of teaching to someone who hates to cook and wants to get in and out of the kitchen as quickly as possible; or vice versa, making quick meals the focus to someone who loves to cook and for whom it is a hobby and source of self-expression.
- focusing on food costs when the person is not concerned with cost; or vice versa, ignoring food cost when teaching someone for whom that is a priority.
- stressing "three square meals a day" to someone who must or wants to be able to eat on the run; or vice versa, emphasizing a nutritious snacking lifestyle to someone who is a regular three-meals-a-day person.

Where group education is being done, small group learning experiences can be developed for various values and then participants join the group most relevant to them.

Opinionaires are another method of eliciting group discussion on the emotional, psychological and cultural influences on our food habits. Questions such as the following are useful:

Yes	No	Children should learn to clean their plate.
Yes	No	When I'm bored, I sometimes eat as a pastime.
Yes	No	I would serve a salad and fruit cup to my boyfriend for dinner.
Yes	No	I often reward myself with my favorite food when I have accomplished something important.
Yes	No	If I am annoyed with my family, I am not as apt to serve their favorite dinner.

SUMMARY

Developing a greater understanding of the sociological influences on nutrition behavior can assist us as individuals to overcome some of our own "hangups" and irrational behavior, and as educators to be more accepting of and adaptable to the habits of others. Before we teach anything we should assess our feelings about it and clarify whether we are teaching our personal habits and biases or whether we are teaching what is scientifically true and valid for

everyone. We must accept the meanings, values, and priorities of our learners as being every bit as valid as our own. We must expand the idea of "good nutrition" beyond what it is in our own lives, and adapt it to the values, lifestyles and meanings, of our learners, if we are to present nutrition information in the form which would be most readily accepted and used.

Learning opportunities which help us explore our own behavior may open our minds to adopting a more rational approach to eating habits and thus the benefits which good nutrition can bring.

BIBLIOGRAPHY

1. Gifft, H. H.; Washbon, M. B.; and Harrison, C. G. *Nutrition, Behavior and Change.* Englewood Cliffs, N.J.: Prentice Hall, 1972.
2. Lamb, M. W. "Food Acceptance, A Challenge to Nutrition Education—A Review." *Journal of Nutrition Education,* 1, No. 2 (1969), 20.
3. Lowenberg, M. E. *Food and Man.* 2nd Ed. New York: John Wiley and Sons, 1974.
4. Adapted from Monagle, J. E. "Nutrition and Health—A Critical Evaluation." *Canadian Journal of Public Health,* 56 (1965), 487.
5. Moore, H. B. "The Meaning of Food." *American Journal of Clinical Nutrition,* 5 (1957), 77.
6. Todhunter, N. "Food is More Than Nutrients." *Food and Nutrition News* (National Live Stock and Meat Board), 43, No. 6-7 (1972), 4. ▲

ANSWERS TO RATE YOUR FOOD STYLE (page 190)

1. Eating nutritious foods at the start of the day will help you to cope with morning activities.
2. Your emotions may cause you to eat excessively or they may decrease your appetite. It is desirable to find alternate means to alleviate emotional stress, other than changing your food intake.
3. These foods will provide the necessary fiber which is beneficial in regulating the digestive system.
4. Limiting your intake of foods high in cholesterol or saturated fats is one of the preventive measures for coronary heart disease.
5. Snacks should compliment your meals in providing the nutrients needed for good health and well being. They can be chosen from the 5 food groups (milk, meat and alternates, fruit, vegetables, and breads and cereals) to add variety to your diet.
6. Fitness is more than just maintaining your ideal weight. In addition to good eating habits, regular physical activity is needed to produce a healthy individual.
7. Variety in food is the key to good nutrition for the normal healthy individual, making vitamin and mineral supplements unnecessary. Also, an extra supply of one nutrient cannot compensate for a shortage in another.
8. Sugar has been implicated in the development of dental caries, obesity, and some types of hyperlipidemia. Therefore, a limited intake is desirable.
9. It has been suggested that diets high in salt can contribute to the development of hypertension. Because of this, moderation in the use of salt is suggested.
10. No one food group contains the perfect proportion of nutrients essential for health. Making food selections from the 5 food groups will ensure food sources of all the essential nutrients.

RATING SCALE

Number of "Yes" Answers	*Your Food Style*
8-10	Prudent
5-7	Casual
0-4	Hazardous

VALUE RECOGNITION ACTIVITY

Jane Harbour
Dip. Nut., R.P.Dt.
Community Nutritionist
Algoma Health Unit
Sault Ste. Marie, Ontario

Recognition of the values which influence a person's choice of foods can help in understanding why s/he makes certain choices. This awareness is an important step along the road to the development of sound eating habits.

The following activity can be used to help students recognize the values which influence their decisions regarding foods. The students are required to react to different situations and to make decisions regarding their values about food in those situations.

The activity can also be used to reveal the overall values of a group so that a teacher can adapt his/her program accordingly. There is no point in discussing how to lower food costs if a group is mainly interested in convenience.

TEACHING CONCEPTS

The following concepts should emerge from the activity and the ensuing discussion.

1. Each person has values which influence his/her choice of foods.
2. A person's values regarding his/her food choices vary from situation to situation.
3. A person's values about food are an important part of his/her emotional and psychological makeup.
4. Any value important to a person may be compatible with sound nutrition.

For example:

		Low Cost Food		
		↕		
Traditional Food	⟷	Nutritious Food	⟷	Tasty Food
		↕		
		Convenience Food		

ACTIVITY

Each student receives a set of five different colored three- by five-inch filing cards upon each of which is written one of the following words: TRADITION, TASTE, COST, CONVENIENCE, NUTRITION. These are called "value cards."

The teacher then suggests situations in which the students might find themselves. For each situation, the students rank the value cards in order from the value most important to them to the value least important to them. Each student then holds up the two value cards which are most important to him/her. It may be necessary to emphasize that there is no right or wrong answer to avoid students copying their friend's responses. Discussion as to why certain value choices were made can follow each situation. Five situations allow for adequate discussion.

Sample: You are planning the foods to serve at your boyfriend's birthday party.

1. Taste	↓	Most important
2. Convenience		
3. Cost		
4. Tradition		
5. Nutrition		Least important

SITUATIONS

There are many possible situations which could be used. Here are some suggestions:

1. You are planning what foods to cook for your young brothers and sisters on the nights that your mother works late.
2. You are deciding what foods to serve to your friends who are coming to your house after a football game.
3. You are deciding what foods to choose for lunch in the school cafeteria.
4. You are planning foods to have for a quick and easy breakfast.
5. You are planning which foods to eat while trying to lose weight.

DISCUSSION

This activity can lead to various discussions of values about food.

- Why do these values vary from situation to situation?
- Are food values really important to each person? Why?
- What might cause a person to revise his values (e.g., change in income, lifestyle, marriage)?
- Why do values about food vary from person to person?
- Is the way one person sees food necessarily better than the way another person does?
- What factors influence how a person sees food (culture, ethnicity, family, income, peer group, availability of food, psychosensory aspects of food)?

SUMMARY

The value recognition activity has been used successfully with a variety of groups including high school students, weight control groups, budgeting groups and general citizen groups. All that is required is a substitution of situations. ▲

▼ ▼ ▼

NUTRITION EDUCATION FILMS

A "prevention" approach to nutrition education is the focus of four recent color films which address current nutrition concerns including fad dieting, weight control, snacking, and cholesterol intake as it relates to heart disease. These films are appropriate for use in secondary school and adult education programs:

- *Fad Diet Circus*
- *Weight Control—Just a Step Away*
- *Snacking—Garbage in Your Gut*
- *Cholesterol—Eat Your Heart Out*

These films are available for rental or purchase from:

Stirling Educational Films
241 East 34th Street
New York, New York 10016

▲ ▲ ▲

WAR ON WEIGHT WOW Club

Jane Harbour
Dip. Nut., R.P.Dt.
Community Nutritionist
Algoma Health Unit
Sault St. Marie, Ontario

The detrimental effects on health of overweight and inactivity, as well as the prevalence of both conditions, have been well documented.[1,2,3] Nutrition educators consider the overweight population to be a primary target group for nutrition education and, with this in mind, an outline for conducting nutrition and weight control programs in secondary schools has been prepared.

Since nutrition educators are frequently available only in a consultant capacity, the "WOW" Club kit has been designed to provide guidelines for public health nurses, home economics teachers or others with a background in basic nutrition to conduct the programs. The nutrition educator is then free to provide guidance and encouragement to each program.

The nutrition information covered in the kit is basic and is aimed primarily at students who have received no formal nutrition education during their schooling. The overall objective of the program is to develop in the students a basic knowledge of sound food and exercise habits which, in turn, may promote the following:

1. a realistic goal and rate of weight loss
2. an arrest of continuous weight gain
3. a modification of poor eating habits
4. an increase in nutrition knowledge

The program is organized into twelve meetings, 30-45 minutes each. The exact details as to time, place, length and topics are left up to individual groups. Teachers are encouraged to include the students in the planning of the program.

For each of twelve meetings, an outline is presented which includes the following information (see sample on page 207):

1. Objectives of the meeting.
2. Teaching concepts—major points which should emerge from the meeting.
3. Aids—resources which can be used to portray ideas effectively and to encourage student involvement. Many of the aids are included in two appendices: (a) resources for the teachers and (b) samples of resources available for distribution. The appendices are a recent addition to the kit and added since it was felt that teachers would make better use of resources if they knew exactly what was available.
4. Activities—these utilize the aids and develop the teaching concepts.

Since participation in the "WOW" Club is entirely voluntary, teachers are encouraged to promote involvement in the following ways:

1. Advertise. Use the school P.A. system
2. Display posters at strategic points throughout the school
3. Ask other teachers for referrals
4. Directly contact students who may benefit

Each meeting concentrates on a different topic and, since the meetings are complete in themselves, they can be organized in any sequence to meet the students' needs. Topics include:

- recognizing your body build and setting a realistic goal
- food needs of growing bodies
- nutrient value of food groups
- danger nutrients for teenagers
- value of activity
- why we eat the way we do
- breakfast and snacks
- value of hobbies and crafts

---

[1]Jean Mayer, *Overweight—Causes, Cost and Control* (Englewood Cliffs, N.J.: Prentice Hall, 1968).
[2]R. B. Stuart and Davis B., *Slim Chance in a Fat World* (Champaign, Ill.: Research Press Co., 1972).
[3]Z. I. Sabry, *Nutrition Canada, National Survey* (Ottawa: Information Canada, 1973).

- how to stick to your diet in a restaurant
- usefulness of fad diets
- behavioral modification

In 1974-75, the "WOW" Club kit was used as a basis for five programs in Sault Ste. Marie schools. Upon evaluation, it was evident that most of the problems encountered were with the organization of the programs, e.g., a suitable time or place. Programs held at lunch time or directly after school seemed to run most smoothly and have the fewest dropouts. Group sizes ranged from six to twelve students with eight being the average size. Two of the programs ran to eighteen weeks when students expressed a desire for a longer program. Some programs also included interested students of normal weight and this was encouraged since prevention is a major consideration in any public health program.

Since weight reduction during adolescence is difficult and not always successful,[5] the teachers were encouraged to measure success in the following manner:

1. A change in weight.
2. A halt to a steady weight gain. Stopping a continuous gain is one of the first steps in weight control.
3. A change in food habits—a reduction of poor eating habits, i.e., fewer junk and empty calorie foods, regular meals including breakfast, no excessive snacking, fewer unbalanced meals are desired goals.
4. An increase in activity is a goal. Exercise is of major importance as it tones muscles as well as burns calories. Hobbies are also important to keep hands and mind busy and away from food.
5. An increase in knowledge—even if not being applied now is a sign of success. New knowledge may be stored away till later when a person may be more motivated to lose weight.
6. Another success goal is a happier person who is more at ease with self, more interested in clothes and hair fashions, and who is striving for a realistic goal.

MEETING #5

Objective	To create an awareness of the nutrients most often in short supply in the teenage diet and of food choices which can correct these errors.
Teaching Concepts	*Nutrition Canada*[4] revealed that teenagers often did not get enough calcium, iron, Vitamin D, Vitamin A, folate and B Vitamins. Every nutrient has a very important role to play that is essential for a good working, healthy body. There are certain "Key" foods which are high in iron, calcium, vitamin A and B vitamins. Some foods are "Double-Value" foods because they supply substantial amounts of two or more nutrients (i.e. dark green leafy vegetables are high in iron, calcium and Vitamin A). A special effort must be made by teenage girls to get adequate iron-rich foods into their diet.
Aids	Nutrition Canada Survey—a summary of the results (App. I) Nutrition Canada poster—nutrition office of Health Unit Yardsticks for Nutrition—nutrition office Nutrient Value of Some Common Foods food models or pictures flannelboard or blackboard
Activities	Have students analyze Nutrition Canada poster for danger nutrients. (Why are boys seemingly better nourished than girls?) Hand out pictures of foods rich in calcium, Vitamin A, iron and the B vitamins. Using flannelboard have students place pictures under nutrient column to which the food best belongs. Divide group into three teams and give each group several pictures of foods high in either Ca, Fe, or A. Using the Yardstick for Nutrition cards as reference, have each group divide the food pictures into good and poor sources of their particular nutrient. Have students analyze their own food records for foods high in iron, calcium, Vitamin A and B vitamins.
Resources	*Nutrition Canada, National Survey* by Department of National Health and Welfare

[4]*Ibid.*

[5]Carolyn Worthington, "Some Weighty Facts About Teenage Obesity," *What's New in Home Economics* (January 1973).

The teachers are also encouraged to discuss these criteria for success with the students since many of them may have unrealistic ideas of what they will accomplish in such a short course. It is important to encourage a positive attitude toward even the slightest change in weight, activity or habit.

During the 1974/75 program in Sault Ste. Marie, accurate records of weight changes were not kept, although all the teachers reported that some students lost some weight. The kit now includes a chart for accurate recording of weight changes.

All the teachers reported an increase in the students' knowledge of the basic food groups, and the value of junk and empty calorie foods. A pre- and post-test of nutrition knowledge is now included in the kit for better evaluation of changes in knowledge.

The success of one enthusiastic nurse was very evident. The first year she had one group and the second year two, as the first year group returned to learn more about nutrition. With her encouragement, several of the first year group reached their weight loss goal and maintained that loss over the summer.

Although the detailed outline of the "WOW" Club kit[6] provides much guidance for the inexperienced public health nurse or home economics teacher, it cannot take the place of enthusiasm, belief in nutrition, and ability to communicate these which are so important in being a credible nutrition teacher. ▲

---

[6]Available in 62-page mimeo form for $5.00 from Community Nutritionist, Algoma Health Unit, Civic Centre, Sixth Floor, 99 Foster Drive, Sault Ste. Marie, Ontario, Canada.

NUTRITION FILMSTRIPS

Foods, Fads, Frauds, Facts

Part I. Food Choices: More Than a Matter of Survival. 97 frames. 12 minutes.

Part II. Food Habits: More Than Meets the Eye. 97 frames. 13 minutes.

Part III. Food Groups: Four to Go. 76 frames. 11 minutes.

This set of three filmstrips is better than many, containing much sound information. The series is reasonably successful in accomplishing stated objectives to help viewers to "become more aware of the importance of nutrition in their own lives" and to understand psychological and other factors affecting food choices. However, achievement of objectives concerning learning "basics of the science of nutrition" and attempts to dispel nutrition misconceptions is somewhat disappointing.

For example, "health foods" presumably are debunked, but a rather positive impression concerning them seems to be left. While the statement that "some additives are questionable, even dangerous" is true, a balancing statement is missing. It would be helpful to point out that using *no* additives, pesticides, etc., would often result in poor yields, and spoilage of bread, some meat, and some other products.

Several myths are dispelled, but some statements are misleading, including two concerning the Basic Four and Vitamin C. Attractive and accurate nutrition education materials are difficult to produce.

Summing up this series: Many accurate statements, a number of hazy concepts, and a few major inaccuracies.

The filmstrips are available from: Guidance Associates, 757 Third Ave., New York, NY 10017. Cost: $64.50.

—*Ruth Dow*
School of Home Economics
Eastern Illinois University
Charleston, Illinois 61920

Try A Little Fitness For Fun:

NUTRITION WEEK PROJECT IN AN URBAN COMMUNITY

Linda E. Beardall
Dip. Nut., R.P.Dt.
Community Nutritionist
Borough of Etobicoke
Community Health
Department
Etobicoke, Ontario

A continuing problem for nutrition educators is the means by which to motivate people to improve their food habits. Not only must nutrition compete with hundreds of other media messages in the total community but also other subjects taught in the classroom. Thus, Ontario's first Nutrition Week in the Fall of 1975 provided an excellent opportunity to capitalize on nutrition. At the same time, it created a climate of challenge, straining the imagination of everyone involved. There we were in the limelight but we had to put on a good show. Fully aware of the obstacles to be overcome, this local community nutritionist approached the job with a degree of trepidation and excitement.

DEVELOPMENT OF TEACHING TOOL

In order to attract public attention it was decided that the message must be simple, media-worthy, relevant to most people's lifestyle and have local flavor. With those parameters as guidelines, the teaching tool and its application quickly evolved.

With obesity being one of the leading public health problems in North America, it was not difficult to select fitness as the theme. Since residents were celebrating the One Hundred and Twenty-fifth Anniversary of the municipality, under the direction of a Special Committee, the chairman of the latter was more than happy to co-sponsor a nutrition project related to both our purposes. What followed was a pamphlet entitled "Try A Little Fitness For Fun."

Directed at the adult population in particular, the four-page pamphlet outlined to readers how they could accumulate one hundred and twenty-five fitness points over a period of five days. Every day they were to aim for fifteen nutrition and ten activity points as illustrated in the two pages from the brochure on page 210.

APPLICATION OF THE TOOL

Immediately preceding Nutrition Week several thousand pamphlets were distributed to three groups in the community, all elementary and secondary school teachers, municipal employees and most representatives of the local Nutrition Week Planning Committee who in turn circulated the pamphlet in their respective institutions. Public health nurses utilized the tool during their group teaching programs that week. A videotape program, in which the community nutritionist was interviewed by a member of the local University Women's Club about Nutrition Week, also publicized the pamphlet.

To underline the message and to provide incentive for residents to "Try A Little Fitness For Fun" a demonstration competition was organized. Participants in the "Group of Six" competition included the Mayor, the Chairman of the Board of Health, two Members of Council, the coordinator of Senior Citizens programs in the municipality and the Chairman of the One Hundred and Twenty-fifth Anniversary Committee.[1] This media-attracting aspect of the project proved to be the key to its success.

All six participants were required to keep a detailed daily record of their food intake and activity pattern before translating their scores onto the "How I Shape Up" chart. Each was given food record and activity sheets which they could send in to the nutritionist by interdepartmental mail. Most, however, elected to telephone the nutritionist the next day. She then detailed their nutrition and activity patterns on the record sheet on page 211.

---

[1]Editor's Note: In a school the "Group of Six" might include principal and teachers, leaders in athletics, student council, honor societies, etc. Media coverage could include school newspaper, local newspapers, radio, television.

How To Collect 125 Nutrition And Fitness Points

TRY A LITTLE FITNESS FOR FUN

* Gather a group together of friends, family, or co-workers. Even two can play.
  * Collect an entry fee of $1.25 from each person
    * Add up your score at the end of five days; the one in your group closest to 125 points wins the JACKPOT.

POINT SCORING - NUTRITION VALUES

Every day have the following number of servings from each of the 5 food groups.

FOOD GROUP	APPROX. SERVING	NUMBER OF SERVINGS
MILK/MILK ALTERNATES milk, yogurt, ice-cream, cheese, pudding, soup with milk	1/2 cup or 1 oz.	3 (for adult men & non-pregnant women)
MEAT/MEAT ALTERNATES meat, fish, poultry, cheese, eggs, legumes	1 oz. or 1/2 to 2/3 cup	4
CEREALS/CEREAL PRODUCTS rice, pasta, enriched or whole grain bread and cereal, plain muffins and buns	1 slice or 1/2-3/4 cup or 1 medium size	3
VEGETABLES including 1 serving of deep yellow or leafy green every other day	1/2 cup or 1 medium size	3
FRUIT any kind of fruit or juice (not fruit drinks!)	1/2 cup or 1 medium size	2
	IDEAL TOTAL	15 (or 15 points)

GIVE YOURSELF 1 POINT PER SERVING UP TO THE NUMBER SPECIFIED IN EACH FOOD GROUP. DO NOT ADD EXTRA POINTS IF YOU EXCEED THE NUMBER OF SERVINGS IN EACH FOOD GROUP.

HELPFUL HINTS

* Plan on having 4 or 5 point meals
* Don't forget to count snacks
  * Count mixtures by pulling them apart into the different food group E.G. macaroni and cheese - 2 points (pasta + milk or meat).
* Don't count "foods" which contain mainly fat (eg. butter or coffee-cream) and which have little or no nutritional value (eg. meat sauce, clear coffee)
  * Remember that this 15 POINT daily nutrition plan only measures the food variety and quality you need -- not CALORIES

POINT SCORING - ACTIVITY VALUES

We've all heard that a 30 year old Canadian is about as physically fit as the average 60 year old Swede. It's time for us to shape-up by creating opportunities for activity.

Every day try to do 10 minutes of EXTRA activity. The MORE vigorous the better!

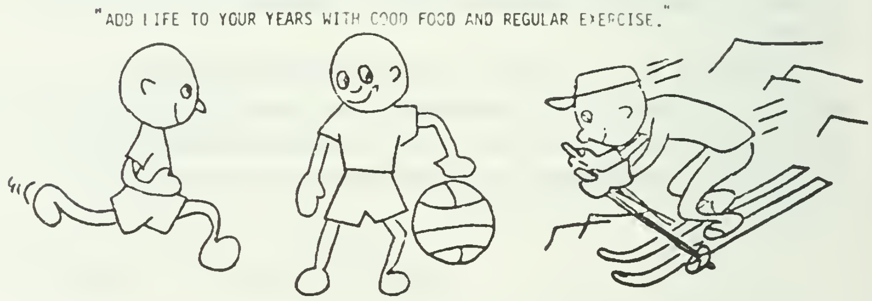
SUGGESTED ACTIVITES	NUMBER OF MINUTES
Take advantage of brief intervals throughout the day. During your coffee-breaks, lunch-hours, or TV watching times, try these:	
For Relaxation	
- jog on the spot	4
- deep breathe 5 times	1/2
- shrug shoulders 5 times in a backward rotating motion	1/2
Do more walking . . . get off the bus a few blocks from your stop; walk during your lunch-hour; walk up and down stairs; ease the day's tensions by a refreshing evening walk.	5+
	10 minutes (10 points)

GIVE YOURSELF 1 POINT PER MINUTE OF EXTRA ACTIVITY WITH A MINIMUM OF 10 POINTS PER DAY. AIM FOR 50 ACTIVITY POINTS OVER 5 DAYS.

ALTERNATIVE: DO 20 MINUTES EVERY OTHER DAY BUT DO NOT TRY TO ACCUMULATE YOUR 50 POINTS FOR THE WEEK ALL IN ONE SESSION.

RENEW OR CONTINUE YOUR INVOLVEMENT IN SOME KIND OF ACTIVE SPORT SUCH AS BADMINTON, TENNIS, SQUASH, BICYCLING, JOGGING OR SWIMMING.

"ADD LIFE TO YOUR YEARS WITH GOOD FOOD AND REGULAR EXERCISE."



The last page of the brochure contained a chart on which to record daily progress and personal post evaluation of the success of the project.

How To Record Nutrition And Fitness Points

HOW I SHAPE UP

DAY	FITNESS POINTS: meat/meat alt.	cereal/cereal products	vegs.	fruit	milk/milk alt.	activity	DAILY TOTALS
1							
2							
3							
4							
5							
						GRAND TOTAL	

NOTES TO MYSELF (or WHERE did I go WRONG?)

1) Re: Nutrition - ______________________

2) Re: Activity - ______________________

SOME CONSOLING THOUGHTS:

* at least half the adult Canadian population is obese
* three percent of Canadians exercise regularly
* one-third of our health care and related costs (eg. absenteeism and premature death) are due to poor nutrition.

TO BE OR NOT TO BE . . . DIFFERENT

Borough of Etobicoke
Community Health Department
Nutrition Division,
November, 1975.

125th Anniversary Committee,
Borough of Etobicoke,
Civic Centre,
Etobicoke, Ontario M9C 2 2

Fitness Record Used By Nutritionist For Each Participant In Competition

ONE DAY FITNESS RECORD

NAME: DATE:

	MORNING	AFTERNOON	EVENING
NUTRITION			
ACTIVITY			

	MEAT/ MEAT ALTERNATES	CEREAL/ CEREAL PRODUCTS	VEGETABLES	FRUITS	MILK/ MILK ALTERNATES	ACTIVITY	DAILY TOTAL
TOTAL SCORE							

At that time the nutritionist was able to give each "competitor" immediate feedback on his/her progress and often suggested improvements which could be made.

With the help of university students a four- by six-foot chart was produced and displayed prominently on a wall in the municipal employees' cafeteria. Each participant's progress was charted daily in bar graph form—one bar for nutrition, one for activity and a third representing the combined totals of nutrition and activity. Beside the chart each competitor's fitness record was posted so that employees could relate food intake and type of exercise undertaken to the nutrition and activity points earned.

The spirit of friendly competition among "the group of six" and their sometimes bizarre ways of eating and exercising created a humorous time for all concerned including the press. While the Mayor reported eating "tablespoonfuls" of different foods as he did the banquet circuit one member of council raked leaves at midnight in order to obtain her ten activity points!

The hilarity of the week was finally captured at a graduation ceremony just before the following Monday's Council Meeting. With the media, council members and the public in attendance each competitor was awarded a membership in the "Fitnik Club of Greater Ontario" and a Fitnik button.

EVALUATION OF THE FITNESS PROJECT

No comprehensive mechanism was initiated to evaluate the full extent to which the pamphlet and "group of six" competition was or was not effective; however, feedback from a variety of sources indicated a generally positive response to the idea:

- Public health nurses reported that some teachers utilized the pamphlet as a classroom project even though the milk points were for adults not children—a weakness easily remedied for future editions.

Diploma And Button Received For Membership In Fitnik Club

you matter, nutrition matters

EXCLUSIVE MEMBERSHIP IN THE FITNIK CLUB

THIS IS TO CERTIFY THAT ____________________
IS A MEMBER OF THE FITNIK CLUB OF GREATER ONTARIO
HAVING FULFILLED THE MINIMUM LEVEL OF NUTRITION AND
ACTIVITY FOR ENTRANCE.

PRIVILEGES INCLUDE PERMISSION TO WEAR THE FITNIK
BUTTON AND TO SPREAD THE FITNIK GOSPEL ....
"ADD LIFE TO YOUR YEARS WITH GOOD FOOD AND EXERCISE
.... IT'S NEVER TOO LATE"

MEMBERSHIP MUST BE NEGOTIATED ON A YEARLY BASIS
PENDING THE EYEBALL AND DEEP BREATHING TEST.

DATE: NOVEMBER TEN, NINETEEN HUNDRED AND SEVENTY-FIVE.

SIGNATURE: ____________________
FITNIK PRESIDENT

• Extensive coverage in the local and city-wide newspapers resulted in a request from a consumer consultant at a radio station to assist her in organizing a similar competition with national celebrities.

• The nutritionist's subsequent contact with community leaders and other nutritionists was one of familiarity with and support for the project.

• In a formal evaluation by the six participants all claimed that the competition made them more aware of good eating habits and the need for regular activity. One agreed that the project had positively affected her habits following Nutrition Week. Another, the Chairman of the Board of Health, conceded that she was back to a regular exercise program as a result of her participation.

• A random survey of Borough employees' attitudes gave widespread support to the competition with its accompanying pamphlet as one of the most effective messages during Nutrition Week.

CONCLUSION

Was the project worth the effort or not? Presently, there is no way to measure its lasting value. At the least, a safe assumption is that the project definitely enhanced nutrition awareness in the community. Only through the nutritionist's continuous contact with teachers, public health staff and community leaders can a change in nutrition behavior be achieved. Nevertheless, it did open up pathways of communication among all concerned and planted seeds for future discussion.

NUTRITION WEEK:

AN EFFECTIVE LEARNING EXPERIENCE IN THE SCHOOL COMMUNITY

Lorna Miller, R.P.Dt.
Community Nutritionist
Waterloo Regional Health U
Kitchener, Ontario, Canada

"Good physical and mental health are necessary for the quality of life to which everyone aspires."[1] Nutrition is part of that picture of total health. Sound eating habits play a major part in improving our physical health and our mental attitudes.

Today there is increasing consumer interest in nutrition. The best defense against poor nutrition is intelligent, concerned, properly informed people. Professionals concerned with nutrition must realize their responsibility to provide the consumer with reliable information.

Formal nutrition teaching most effectively begins in schools. If presented in an interesting manner, nutrition education arouses the enthusiasm of students to learn more. As well as teaching the biochemistry of food, we need to consider the socio-psychological factors influencing food patterns; that is, peer group pressures, effect of advertising, uses of food as reward or punishment, religion, culture. By helping people to understand why they eat what they do, we can assist them to develop a positive attitude towards good eating habits.

Nutrition is too often looked upon as an extra rather than integral part of education and health programs. Nutrition educators are striving to teach individuals to associate nutrition with their overall way of life, a part of total well-being. This concept can be effectively introduced into already established school programs.

The home economics teacher has the opportunity to come forward as a promoter of reliable nutrition information. Because s/he feels strongly that nutrition has a great impact on total well-being and performance, s/he may encourage implementation of nutrition teaching throughout the school. If nutrition becomes a part of daily activities, whether it be in a school or at home, this awareness of proper nutrition helps to make good eating practices a habit.

One way a home economics teacher can increase the nutritional awareness of staff and students is to organize a Nutrition Week in the school. During the week set aside, students and staff are involved in activities related to food and nutrition. Nutrition Week can be effective not only in increasing knowledge, but in developing interest and enthusiasm toward healthy food habits. If a home economics teacher can spearhead such enthusiasm, she will be doing a great deal to improve the nutritional lifestyle of many people.

Summarized below are suggestions for activities, demonstrations and discussions which could be utilized by various classes.

The home economics teacher could prepare a kit of ideas and teaching aids to be used by other teachers. This way s/he can act as a leader in nutrition education and set her/himself up as a resource for reliable information. Letting the other teachers develop their own projects makes Nutrition Week a learning experience for them, too.

SUGGESTIONS FOR NUTRITION WEEK ACTIVITIES

Health and Physical Education

Nutrition and the Athlete—students investigate available information on nutrition for athletes. They are responsible for sorting fact and fiction. A major goal of this activity may be to prepare a hand-out for school sports teams.

Determination of overweight—students set up noon hour booth to do caliper readings, height and weight measurements on interested students and staff. These can be compared with tables of standards available from public health departments. A Public Health Nurse, Physical Education teacher, and Community Nutritionist could be available to counsel subjects found to be overweight.

---

[1]Marc Lalonde, *A New Perspective on the Health of Canadians*, A Working Document (Ottawa: Government of Canada, April 1974), p. 5.

Fitness club—Nutrition Week is a good time to initiate a 100 mile club or something similar. Interested staff and students compete to see how many can walk or jog a pre-established distance in the time allotted, by doing extra activities daily.

English

Develop a slogan for the school's Nutrition Week.

Write television, radio, and newspaper items to advertise Nutrition Week to the community.

Set up panel discussions, debates, or interviews with nutrition professionals for school assemblies or open house.

Drama club write and present a skit about nutrition.

Library

Set up a display of reliable nutrition books[2] and pamphlets. Use home economics teacher and area Community Nutritionists as resource people.

Geography and History

Look at government agencies involved in nutrition, e.g., legislation on food labelling, government services for consumer.

Study food supply and population growth.

Explore international food customs.

Study world trading of food products.

Economics

Study reasons for rising food costs.

Examine the cost of getting food from the producer to consumer. (Consider producer, brokerage firms, wholesaler, retailer.)

Study food waste.

Mathematics

Compare food prices through unit pricing. Could use local newspaper advertisements and/or visit supermarkets.

Study the Universal Product Code and computerized supermarket checkouts.

Sociology or Man and the Environment

Study the socio-cultural-psychological meanings of food in our lives.

Look at vegetarian culture.

Explore religious aspects of food habits.

Biology

Look at food processing and the changes in the foods.

Study how science has increased the food supply through better technology. Investigate fertilizers, food additives.

Industrial Arts

Make eating and food preparation utensils. Students may concentrate on designing special tools for the handicapped.

---

[2]Editor's Note: A list of reliable nutrition books is available from several sources including the Chicago Nutrition Association, Assistant Treasurer, 8158 S. Kedzie Ave., Chicago, IL 60652. Price: $2.00 prepaid. Canadian readers may obtain a similar resource from the Toronto Nutrition Committee, Dietetic Services, The Ontario Hospital Association, 150 Ferrand Drive, Don Mills, Ontario, M3C 1H6. Price:$1.50 Booklist; $1.00 supplement.

Audio Visual and Fine Arts

Prepare posters, design logo, buttons, or decals for distribution during Nutrition Week.

Prepare nutrition slide or film series for use in assemblies.

Set up a display in main entrance of school for the public. A display is also very effective for community information in a shopping plaza.

Home Economics

Do a demonstration for the entire school on such topics as "Nutrition On the Run," "Speedy Breakfast," "Snacking Wisely," "Interpretation of Nutrition Labels."

Consumer studies—collect food advertisements and evaluate them for accuracy. Use a consumer beware approach.

Prepare after-practice breakfast for football team.

Student Council

Evaluate foods available in cafeteria and snack bars. Marketing courses could prepare advertising campaigns to promote nutritious foods.

FOLLOW-UP IS ESSENTIAL

In order to capitalize on and maintain nutrition awareness and interest aroused during Nutrition Week, long-term activities should be encouraged. The home economics teacher might do an evaluation of the school's Nutrition Week and supply follow-up suggestions such as the following:

- A "100-Mile Club" or "Food and Fitness Club" initiated during Nutrition Week could be ongoing throughout the year.
- Cafeteria and snack bar facilities and menus could be improved following the suggestions made by students and teachers during Nutrition Week.
- In-service education on nutrition topics for interested teachers could be conducted by a qualified nutritionist.
- Some of the ideas used successfully during Nutrition Week could be used to incorporate nutrition education into course curricula on a continuing basis.

CONCLUSION

Suggesting and supporting a "nutrition week" in schools can be a useful motivator to be used by a home economics teacher to involve all students and teachers in nutrition education. This paper offers a few suggestions which have worked in schools where this idea has been put into practice. ▲

IT'S EASY TO BEGIN TO BE FIT

Never lie when you can sit,
Never sit when you can stand,
Never stand when you can walk,
Never walk when you can run.

NUTRITION AND DENTISTRY:

A Joint Educational Approach to Snacks and Lunch Time Treats

Debbie Chute
Dip. Nut., R.P.Dt.
Community Nutritionist
Niagara Regional Health Unit
St. Catherines, Ontario

Nutritionists and dentists are collaborating to produce a strong voice against the excess use of sugar in the diet. Dentists are concerned because it is from sugar that natural bacteria in the mouth produce organic acids. These acids attack the tooth enamel and cause tooth decay.[1] Sugars enter the diet in several forms—white and brown sugar, molasses, sweet syrups and honey.

Nutritionists are concerned about excess sugar in the diet for a number of reasons. Foods that are high in sugar content are often very low in other food value. Examples of such foods are: soft drinks, candies, cookies, and chocolate bars. Sugars dull the appetite for more nutritious foods; thus they may lead to poor nutrition and often unnecessary weight gain.

A DENTAL-NUTRITION EDUCATION PERSPECTIVE

Recently, in Ontario, Public Health Dentists and Community Nutritionists have collaborated to develop a POSITION PAPER promoting foods and snacks that are both dentally and nutritionally acceptable. Common snack foods have been divided into four categories based on their nutrient value and sugar content (see Figure I). Category 1 includes foods from the basic food groups which are high in nutrient value and low in sugar content. Whether selected as a part of meals and/or as between-meal snacks, these foods contribute significantly to the total daily nutrient needs. Milk and cheese, raw fruits and vegetables, unsweetened juices, plain breads and cereals, nuts and peanut butter, as well as favorites such as hot dogs, pizzas and hamburgers are included here. Category 2 also includes foods high in nutrient value, i.e., milkshakes and milk pudding, raisins and ice cream. However, because they have a high sugar content, they are less harmful to the teeth if consumed with meals than as between-meal snacks. Greatly increased flow of saliva during a main meal will help neutralize harmful acids formed in the mouth from sugar. Between meals, however, the flow of saliva is much decreased; hence the natural protection for the teeth is lacking. Category 3 includes foods such as french fries, popcorn and potato chips that are relatively harmless to the teeth because they are low in sugar content. However, they contribute little or nothing towards meeting the body's daily nutrient needs. For this reason these should be used infrequently. Category 4 includes foods such as soft drinks, sweet baked goods and candies which are both dentally and nutritionally unacceptable. They are *not* recommended as between-meal snacks and they should not be allowed to replace the necessary daily requirements of high nutrient foods in the diet.

The DENTAL-NUTRITION POSITION PAPER recommends to schools[2] that Category 1 foods be readily available in schools; that Category 2 foods be available only at mealtimes and that Category 3 and 4 be unavailable at all times. This latter recommendation was endorsed by nutritionists, dentists, and many boards of education to ensure that the foods available in schools are compatible with the nutrition content being taught.

Food likes and dislikes are formed at a very early age. Habits formed early are likely to remain for life. It is necessary then to reach the school populations at an early age with nutrition education programs. Such programs need to be aimed at motivating an interest in high quality, nutritious foods and discouraging the desire for high sugar, low nutrient foods.

---

[1]Abraham E. Nizel, *Nutrition in Preventive Dentistry: Science and Practice* (Toronto: W. B. Saunders Co., 1972).

[2]Editor's Note: Nutritionists made available to all schools a list of nutritionally acceptable vendable foods with costs and sources listed. Schools often fail to provide nutritious foods because they are less convenient than non-nutritious snacks.

1 GOOD DENTAL AND NUTRITIONAL FOODS/SNACKS

Plain Milk
Plain yogurt
Cheese
Raw fruits and vegetables
Unsweetened fruit or vegetable juices
Tossed salads or coleslaw
Plain muffins
Plain whole grain or enriched breads and cereals
Crackers
Hard cooked devilled eggs
Peanuts, pistachios, mixed nuts
Seeds (sunflower, pumpkin, sesame)
Nuts & Bolts
Sandwiches, filled with meat, poultry, fish, eggs, cheese or peanut butter
Hot dogs, hamburgers, pizza

2 POOR DENTAL BUT GOOD NUTRITIONAL FOODS/SNACKS

Milk puddings
Milkshakes
Chocolate milk or drink
Ice cream
Ice cream sodas
Yogurt, sweetened
Raisins and other dried fruit
Sherbet
Sweetened fruits and fruit juices

3 FOODS/SNACKS NUTRITIONALLY POOR BUT DENTALLY ACCEPTABLE

French fried potatoes
Popcorn
Potato chips
Pretzels
Soft drinks, sugar-free
Cheesies and other similar party snacks

4 FOODS/SNACKS NUTRITIONALLY AND DENTALLY UNACCEPTABLE

Beverages containing sugar such as regular soft drinks and tea and coffee with added sugar
Honey, jams, jellies
Sweet baked goods
Chocolate bars
Candies, lozenges, regular gum and breath mints

FIGURE I

LUNCHIE BUNCH LUNCH CLUB: A DENTAL-NUTRITION TEACHING TECHNIQUE FOR ELEMENTARY LEVEL

A nutrition education program has been developed jointly by the nutrition and dental staff of the Niagara Regional Health Unit for all Grade 3 students in the Regional Municipality of Niagara. The aim is to encourage improved lunch time food choices in the home as well as at school. The program is planned and taught around food choices from Categories 1 and 2 of the Dental-Nutrition Position Paper. Because Categories 3 and 4 include foods that are not recommended for use in schools, these categories have NOT been included among foods taught as a part of a nutritionally balanced lunch pattern.

Dental Assistants are given basic instruction by the Community Nutritionist in food groupings for nutritionally balanced meals. Using a game approach these assistants are responsible for teaching this information to Grade 3 students.

Three levels of educational involvement are employed:

1. Students are taught how to choose a balanced lunch including nutritionally and dentally sound food choices.
2. Teachers are asked to follow up this program by helping students form a lunch club in the classroom.
3. Parents are sent a letter informing them of the program and asking their support by letting their child become involved in making wise lunch choices at home. Information on nutritious lunch meals is included with this letter.

The game approach employed to instruct the students is a modified version of the "grocery bag activity." The Dental Assistant enters the classroom with grocery bags filled with empty boxes, cans and jars of food items representative of the various food groups as well as some which belong in "no food" group such as pop and candy. Each student draws a box or can from the bag and one by one they are asked to come to the front of the room and place that food item under a poster illustrating the food group to which it belongs. Cartoon characters have been developed to illustrate each food group. BILLY BANANA represents the fruit and vegetable grouping; CHARLIE CHICKEN represents meat and alternates; MARTHA MILK illustrates milk and cheese products and BOBBY BREAD stands for whole grain or enriched breads and cereals. These characters together form the "LUNCHIE-BUNCH." Following this exericse students are given application forms to become a member of the LUNCHIE BUNCH LUNCH CLUB (see Figure II). To become a member in good standing, each student must record that he has chosen a well-balanced lunch for the five school days following this introductory lesson. Each student must also answer some questions regarding what foods belong to each of the food groups.

FIGURE 11

HAVE LUNCH WITH THE LUNCHIE BUNCH

FORM A "LUNCHIE BUNCH LUNCH CLUB" IN YOUR CLASSROOM THIS WEEK

HERE ARE THE CLUB RULES:

1. TO BE A CLUB MEMBER, I MUST KNOW WHAT FOODS BELONG TO EACH OF THE 4 FOOD GROUPS. HERE IS MY TEST:

WRITE EACH FOOD ABOVE THE FOOD GROUP TO WHICH IT BELONGS.

1. CRUNCHY CARROT STICKS
2. ICE CREAM
3. COLE SLAW
4. APPLE JUICE
5. MILK PUDDING
6. CHICKEN LEG
7. RED RIPE TOMATO
8. BAKED BEANS
9. HAMBURGER PATTIE
10. CRUSTY ROLL
11. VEGETABLE SOUP
12. JUICY ORANGE
13. WHOLE WHEAT BREAD
14. CHEESE SLICES
15. CRACKERS

FRUITS & VEGETABLES

BILLY BANANA

MEAT, FISH, & POULTRY

CHARLIE CHICKEN

MILK & CHEESE

MARTHA MILK

BREAD & ROLLS

BOBBY BREAD

2. To become a Club Member, I must choose a lunch every day for 5 days that has at least ONE food from each Food Group

Here is My Record:

DAY I	DAY II	DAY III
______	______	______
______	______	______
______	______	______
______	______	______

DAY IV	DAY V
______	______
______	______
______	______
______	______

NIAGARA Regional Health
Unit - Nutrition Services
September, 1974.

Lunchie Bunch Lunch Club

This is to certify that:

NAME: ____________________

SCHOOL: ____________________

HAS BECOME A MEMBER IN GOOD STANDING IN THE Lunchie Bunch Club

DATE: __________ TEACHERS' SIGNATURE: ____________________

W#3
Sept.74

APPROACHES TO DENTAL-NUTRITION EDUCATION FOR ALL GRADE LEVELS

This approach was developed as a means of reaching children early in life in an attempt to encourage the formation of good food habits. It is an approach which could easily be adapted to several age levels. For older grades, the cartoon characters could be omitted and the stress placed on criteria for membership (making the proper choice of lunch foods).

A snacking club could be formed along these same lines but employing only foods from Category 1.

Senior students could become involved in finding attractive ways to prepare and serve Category 1 foods as snacks for parties, after school, or evening treats. Those studying child care could experiment with eye and taste appealing ways to present Category 1 snacks to little folks.

Students may wish to survey snack and lunch time food choices in their own school. They may be instrumental in encouraging their school cafeteria and canteen services to supply snacks conducive to both dental and nutritional health.

Costs comparisons between high sugar snack foods and recommended snacks may help to emphasize in the student's mind how much money can be wasted on unnecessary sugar consumption. It should also illustrate alternatives that can be equally tasty and perhaps even less expensive.

SUMMARY

An approach has been developed for teaching lunch time food choices that are both dentally and nutritionally sound. This approach teaches food/snack choices as recommended by a Dental and Nutrition Education Position Paper developed by Public Health Dentists and Community Nutritionists in Ontario. Teachers and parents are involved in helping the grade three students select and record balanced lunch menus as a prerequisite for becoming members of a Lunchie Bunch Lunch Club. The educational technique described as well as the Dental-Nutrition Position Paper are easily adapted for use with many grade levels. ▲

NUTRITION AND FAMILY PLANNING:

CONCEPTS AND APPROACHES FOR HOME ECONOMICS TEACHERS

Catherine Rand
M.N.S., R.P.Dt.
Senior Nutrition Consultan
Ontario Ministry of Health
Toronto, Canada

Nutrition and family planning—what's the connection? It is a commonality of broad goals and target populations, but more importantly, the impact they can have on one another's specific concerns.

Both nutrition and family planning programs have as their ultimate goal the improvement of the quality of life. Their efforts focus on improving the physical, emotional and social health of individuals and families. Their programs frequently reach for the same target population, women in their childbearing years and young families. Thus, the success or failure of either program ultimately has an impact on the success or failure of the other. Thus combining both programs facilitates the attainment of their common goal.

This paper focuses on:

- the role nutrition can play in enhancing family planning goals
- nutrition, family planning and the adolescent
- potential approaches for home economics educators.

NUTRITION AS AN ENHANCER OF FAMILY PLANNING GOALS

From a world perspective, the close relationship between nutrition and family planning manifests itself in the food-population crisis. Berg (1) discusses the interaction between the need for parents to have many children in developing countries, the influence of infant mortality rates and the relationship between nutrition and family size. The situation has been succinctly phrased by Gopalan:

> Unless nutritional status is improved so that the desired family size can be achieved with minimum number of pregnancies, family planning programs will not be accepted; unless family planning is accepted and practiced, nutritional improvement will be difficult.[1]

Leaving the world perspective and looking at the individual, there may be several different reasons why a woman would pursue family planning. Her personal objective may be to:

- prevent pregnancy, on a long-term basis, or
- postpone pregnancy temporarily (i.e., to space children or to plan the pregnancy for a specific time), or
- overcome infertility, or
- decrease the risk of pregnancy associated with some medical condition.

In each of these cases, nutrition may play a role in assisting the individual in her personal family planning objective.

Preventing Pregnancy

An increasing body of knowledge is accumulating which indicates a relationship between nutrition and two methods of contraception.

The oral contraceptive pill has been associated with weight gain and with altering the metabolism of some minerals and vitamins, as reviewed elsewhere (6,9). Specifically, the pill

---

[1]C. Gopalan and A. Naidu, "Nutrition and Fertility," *The Lancet*, 2, No. 7786 (1972), 1079.

is associated with an increased need for vitamin B_6 (pyridoxine), folic acid, vitamin C and perhaps riboflavin and zinc. On the other hand it may enhance iron and calcium status. There has been a suggestion that some of the side effects of the pill, such as depression, may be due to the effect that the pill has on nutrient metabolism (4). Such side effects as depression, and weight gain are frequently cited as reasons for discontinuing the pill.

The IUD may have nutritional side effects if bleeding occurs, thus impairing iron status.

When weight gain, depression, bleeding, etc., cause a woman to discontinue effective methods of contraception, the chance of an unwanted pregnancy increases. Nutrition counselling related to the mentioned side effects may thus become a means of ensuring that effective contraception is continued.

Postponing Pregnancy Temporarily

Family planning pursued for the purpose of child spacing or planning a pregnancy for a specific time allows an opportunity for the future mother to improve her nutritional status in preparation for pregnancy.

Too often, "prenatal nutrition" and "nutrition and pregnancy" have been narrowly interpreted to mean "nutrition *during* pregnancy." The importance of incorporating nutrition education into programs which reach women *prior* to conception and *between* pregnancies is becoming increasingly understood. A Report of a PAHO Technical Group Meeting concludes that:

> Intervals between pregnancies (birth to conception) of less than 24 months are associated with definite impairment of reproductive efficiency and, almost certainly, with a mounting incidence of maternal malnutrition.[2]

Several pregnancies in rapid succession may impair the mother's health and vitality whereas successful contraception between pregnancies will allow time for the replenishment of the mother's nutrient stores.

Stearns (8) cites studies indicating the positive influence of good nutritional status prior to conception on the outcome of pregnancy.

Friesan (2) acknowledges that by the time pregnancy is confirmed, the most critical stage in the development of the fetus has already passed. Thus as part of his family planning advice, he recommends that three months prior to discontinuing contraception, women have a pre-pregnancy check-up which, among other things, includes dietary advice. If the woman has been on the pill and has reduced stores of some nutrients due to the metabolic effects of the pill or to constant dieting, she may be less prepared for pregnancy.

A lifetime of poor nutrition cannot be compensated for by improving diet just during pregnancy, especially since the pregnancy itself imposes additional nutrient demands. To ensure that the mother enters pregnancy well nourished, the time during which pregnancy is being temporarily postponed is an ideal time for improving food habits.

Overcoming Infertility

Nutrition may play another role in family planning consultations. Counselling on weight problems (over- or under-weight) may be indicated before extensive fertility tests are undertaken (3).

Decreasing the Risk of Pregnancy Associated with Some Medical Problems

Some women seek family planning advice because of a desire to have children but due to a medical condition, they would have a high risk pregnancy. Nutrition counselling may assist women to have a safer pregnancy if they are in poor nutritional status, extremely obese, anemic, diabetic, over forty years of age, or hypertensive.

---

[2]Report of a PAHO Technical Group Meeting, "Maternal Nutrition and Family Planning in the Americas" (Washington, D.C.: Pan American Health Organization, Pan American Sanitary Bureau, Regional Office of the World Health Organization, 1970).

NUTRITION, FAMILY PLANNING AND THE ADOLESCENT

Girls who become pregnant before 17 years of age are at risk both biologically and psychologically, as discussed in detail in *Maternal Nutrition and the Course of Pregnancy* (5) and summarized elsewhere (7).

When the adolescent's own growth and pregnancy must compete for nutrients, both the young mother and the infant may suffer. The mother may have decreased growth potential while the actual risk of pregnancy may increase. Low birth weights and the consequent increase in neonatal and perinatal mortality are more common in infants born to adolescent girls. Toxemia and iron deficiency anemia also appear to occur more frequently.

Psychologically, the adolescent is at risk because she is at a difficult stage of her own personal psychological development. The additional social, familial, emotional, educational, economic and health factors associated with early pregnancy could affect her ability to be a successful parent and jeopardize her future well-being.

For the younger adolescent the most important family planning goal may be successful contraception as outlined earlier. For the older adolescent, the goal may be to plan a family for the near future and to enter pregnancy well-nourished.

POTENTIAL APPROACHES FOR HOME ECONOMICS TEACHERS

Home economics teachers have a golden opportunity to further the goals of nutrition and family planning programs. Their audience is at a stage where they are exerting independence over their own eating habits. Effective nutrition education can thus help establish the kind of eating habits which will prepare young women for pregnancy and which will prepare future parents, in turn, to set good examples for their children.

Nutrition Education for Both Boys and Girls

Since it is unrealistic to consider the nutrition of individuals in isolation from their family groups and social environment, nutrition education directed only to girls will fall short of its potential contribution. Husbands' eating habits influence what wives will prepare; many husbands do the shopping or a share of it; fathers' eating habits will set examples for their children to adopt. Just as men are being encouraged to take more responsibility for family planning and child rearing, so they should for family nutrition as well.

Home economics educators can strive to incorporate boys into nutrition education programs. They can provide resources to other teachers in the school who, in teaching health, physical education or family living, should include nutrition as a logical component.

Assess the Nutrition Component of Home Economics —Is It There?

Home economics teachers can take a close critical look at their curricula. Is nutrition education present as a significant component or is it an incidental, with food preparation the key focus?

Effective nutrition education requires a commitment to constant updating of nutrition information and concepts. If nutrition is to be something more than an incidental to food preparation, a change in school curricula and probably education of home economics teachers will be needed.

Make Nutrition Education Timely and Flexible

Nutrition education, regardless of the goal or motive for providing it, should be kept timely and flexible if it is to capture the interest of the target group and appear relevant for his/her lifestyle and values.

Although of historical interest, the discovery of vitamins and diseases they cured will have less impact on changing eating habits than will addressing the nutrition issues and interests of today. Nutrition educators today have to be able to adapt the science of nutrition to issues such as:

- the snacking lifestyle—"How can I eat well on the run? I don't have time for three

square meals a day."

- the fitness interest—"Will nutrition help me to be more fit?"
- nutrition for athletes—"Do I need special foods while I'm in training?"
- food economics—"I won't have much money at university next year. What should I buy?"
- vegetarianism—"I want to become a vegetarian. How do I do it and ensure that I get all the nutrients I need?"
- weight control—"How can I keep excess weight off without having to go on diets all the time?"

The overriding attitude of the nutrition educator can influence the appeal of nutrition for students. Is it an approach based on "eat it because you need it for good health"? Or is it a philosophy which conveys "eating good food is fun," and health, not an end in itself, is a means of ensuring that we have the vitality and zeal to accomplish the things in life which are important to us.

SUMMARY

The interrelationship between family planning and nutrition goals provide yet another opportunity and incentive for nutrition education. Home economics teachers are in an excellent position to promote nutrition learning opportunities for tomorrow's parents. Regardless of the motive for promoting such opportunities, the approach must capture the imagination of the learners and be flexible enough to fit in with their own lifestyles and values. ▲

BIBLIOGRAPHY

1. Berg, Alan. *The Nutrition Factor.* Washington, D.C.: The Brookings Institution, 1973.
2. Friesan, R. F. "Pre-pregnancy Care—A Logical Extension of Prenatal Care." *Canadian Medical Association Journal,* 103 (1970), 495.
3. Gray, S. "Nutrition and Population: A Family Planning Project." *The Journal of Nutrition Education,* 2, No. 1 (1970), 25.
4. Larsson-Cohn. "Oral Contraceptives and Vitamins." *American Journal of Obstetrics and Gynecology,* 121, No. 1 (1975), 84.
5. National Academy of Sciences. *Maternal Nutrition and the Course of Pregnancy.* Washington, D.C., 1970.
6. Nordquest, M., and Medved, E. "A Nutrition Counselling Session for College Women on the Pill." *The Journal of Nutrition Education,* 7, No. 1 (1975), 29.
7. Shank, R. E. "A Chink in Our Armor." *Nutrition Today,* 5, No. 2 (1970), 2.
8. Stearns, G. "Nutritional State of the Mother Prior to Conception." *Journal of the American Medical Association,* 168 (1958), 1655.
9. Theurer, R. C. "Effect of Oral Contraceptive Agents on Vitamin and Mineral Needs: A Review." *The Journal of Reproductive Medicine,* 8, No. 1 (1972), 13.

Resources and Teaching Materials
related to
Birth Defects and Adolescent Pregnancy

A selected bibliography of these important resources is included in the November 1975 issue of the *Journal of Home Economics,* page 29.

FOOD GUIDES

ABUSED AND MISUSED

Marilyn Winarski
M.S., R.P.Dt.
formerly Senior Nutrition Consultant, Ontario Ministry of Health, Toronto, Canada, and member of Department of National Health and Welfare Committee to Revise Canada's Food Guide

Food Guides have failed as tools for nutrition education—or have they? An overview of nutrition education in various settings points out the fact that Food Guides are perhaps the most misused and least understood component of nutrition education. Often a copy of Canada's Food Guide[1] is "the nutrition component" of a program. The guide does not stand alone. A piece of paper, be it a diet sheet or food guide seldom changes anyone's eating habits. However, when used by a skilled nutrition educator as a tool or aid, Canada's Food Guide remains the backbone of nutrition education.

In order to improve the image of food guides and remove the stigma of failure, a demonstration of their potential usefulness in a variety of nutrition education programs is warranted.

WHY USE A FOOD GUIDE

Prior to embarking on a discussion of the 'how to's' of food guides, it should be stressed that in simplistic terms, people eat food not nutrients. When the education approach includes only a discussion of nutrients, deficiency diseases and major food sources, it does not always inspire or motivate individuals to improve food habits nor does it always provide adequate information to improve food selection—both major objectives of nutrition education. The inclusion of a food guide, in which foods are grouped according to nutrient contributions with recommended servings and which is a translation of the dietary standards into foods, may facilitate a more realistic, practical approach to people and food. In addition, the food group approach may help to decrease the confusion of some 50 different nutrients and/or over emphasis on a few select nutrients to the exclusion of the others—all of which are equally important.

TEACHING SITUATIONS AND THE FOOD GUIDE

A food guide is a flexible teaching tool which may be adapted to any lifestyle, income group, special diet or ethnic food pattern. The methodology of translating it in an innovative and effective manner falls within the realm of the educator. Several approaches or teaching situations are described to illustrate use of the guide in a variety of nutrition education programs.

Food Records

Since most individuals enjoy rating themselves, the food record has brought teaching success to many educators. Being highly personal, it is most effective in assisting students to become aware of their eating habits and motivating them to improve choices.

Foods and beverages eaten are compared to a food guide that outlines food groups to be included each day. Excess servings from any one group or a high consumption of 'empty calorie' foods such as pastries and candy which do not fit into the food groups point out the areas for improvement. A simple mimeographed score sheet entitled "The Truth About My Food Habits" (Figure 1) could be an ideal introduction to or an evaluation of a nutrition class.

Consumer Education

Nutrition education becomes meaningful when geared to the practical aspects of daily living—economical food buying, meal planning, restaurant menu choices and food prepara-

[1]Editor's Note: Canada's Food Guide is similar to the U.S. Basic Four.

THE TRUTH ABOUT MY FOOD HABITS

ONE DAY FOOD RECORD

Name: ____________________

Date: ____________________

Meal	Where eaten & Time	Milk	Fruit	Vegetables	Bread and Cereal	Meat and Alternates	Other
Breakfast							
Morning							
Noon Meal							
Afternoon							
Evening Meal							
Evening							
	Total						
	Recommended	1½ cups	2 servings	3 servings	3 plus	2 servings	

COMMENTS: ____________________

FIGURE 1

tion. It would be almost impossible for the nutritionist to conduct a consumer education program without the use of a food guide to translate nutrition into the language of the supermarket. The illustration of contents of a pamphlet (Figure 2) demonstrates how the food guide can be adapted to several different lifestyle concerns. This pamphlet has been used with success with a wide variety of groups.

The Grocery Bag techique illustrates the principles of fun and involvement while teaching wise food choices. In this activity empty food containers representing a grocery order and including extras such as coffee whitener, gelatin desserts, oil, etc., are placed in shopping bags. Groups of students are asked to divide the foods into separate sections representing food groups and to explain why. Aside from teaching economical choices within each food group, mixed dishes such as pizza and fabricated foods can lead into discussions on labeling, meal planning, nutritious snacking, and nutrient density of foods.

Other activities based on food groups which are designed to teach food choices for meals and snacks include:

- The Lunch Bag Swap. Pictures of foods are put into a paper bag for each student. Students must swap lunch items until they get a lunch with foods from each of the food groups.
- Menu Rummy. Students play rummy with cards representing foods to get a balanced meal. A 'rummy' consists of a food card from each food group.

Foodstyles

Nutrition is easy to learn and practice when tailored to an individual's lifestyle. In this technique, discussion groups are presented with a case study outlining various lifestyles and a selection of restaurant menus or food models. Students select foods from each of the food

EASY EATING WITH CANADA'S FOOD GUIDE

	What to eat for weight control	What to eat for convenience	How to cut costs	Nutritious snacking	Selections for eating out
MILK Children (up to 11 years)—2½ cups; Adolescents—4 cups; Adults—1½ cups; Expectant and nursing mothers—4 cups.	Choose low-calorie milk products: 2% or skim milk; Plain yoghurt; Ice milk; Buttermilk; Skim milk cheese.	All milk products are convenient: Skim milk powder; Yoghurt; Ice cream; Milk; Milk-based soups; Cheese.	Milk products are high in nutrients—a good buy. Skim milk powder; milk; Block cheese; Cottage cheese.	All milk products make good snacks: Milkshakes; Yoghurt; Milk; Ice cream; Cheese; Eggnogs.	Milk products are available in most restaurants; Milkshakes; Ice cream; Yoghurt; Cheese; Milk; Custard or milk pudding.
FRUIT Two servings of fruit or juice, including a satisfactory source of Vitamin C.	Choose fruit in its lowest calorie form: Apple instead of apple pie; Unsweetened fruit and juice.	All fruits are convenient: Fruit juices in individual containers; Fresh or canned fruit; Dried fruits—raisins, apricots.	Nutrients are about the same in fresh frozen, canned or dried fruits, so buy the least expensive: Fruit in season; Store brands; Tin rather than glass containers.	Fruit snacks can be simple or imaginative: Fresh fruit and juices; Combinations—fruit with cottage cheese; fruit and cheese kebobs.	Choose for an appetizer, main course or dessert: Fruit cup; Fruit salad plate; Fruit juices.
VEGETABLES Two servings of vegetables, preferably yellow or green, and frequently raw; One serving of potatoes.	Vegetables are usually low-calorie when served without sauces, butter or gravy; Baked or boiled; Salads.	Choose vegetables requiring the least preparation time: Vegetable juices; Raw vegetables; Salads; Frozen and canned vegetables.	Same hints as for fruit: The more preparation already done the more expensive, so make your own sauces and mixtures.	Surprise your family or guests with raw vegetable snacks: Yoghurt or cottage cheese dip with carrot sticks, cucumber, cauliflower, tomatoes, green pepper, zucchini; Vegetable juices.	Select vegetable served with the entree, plus: Tossed salads; Coleslaw, Vegetable soups and juices.
CEREAL OR BREAD Bread (with butter or fortified margarine); One serving of whole-grain cereal.	Remember to include these in your diet: Whole-grain and enriched breads, Cereals and pasta; Plain rolls and biscuits; Unsweetened cereals.	As easy as opening a package: Whole-grain and enriched read-to-eat breads and cereals; Muffin and tea biscuit mixes; Ready-made bread and rolls.	Breads or cereals can stretch protein foods in casseroles and meatloaves: Day-old bread; Long-cooking rice and cereals; Homemade muffins and biscuits.	Easy snacks at home or for school or work: Muffins; Biscuits; Crackers; Sandwiches.	Economical and nutritious restaurant choices: Bran muffins; Pasta dishes—spaghetti, lasagna; Rice pudding.
MEAT/PROTEIN ALTERNATES One serving of meat, fish or poultry; Eat liver occasionally; Eggs, cheese, dry beans or peas in place of meat; Eggs and cheese each at least three times a week.	Choose small (3-oz) servings of boiled, broiled or roasted meat and alternates: Trimmed, lean meat; Fish; Poultry; Eggs.	Quick and easy selections: Hot dogs; Hamburgers; Sliced luncheon meats; Canned and frozen dinners; Chili con carne.	When buying meat, consider cost per serving, not per pound. Use less meat, more meat substitutes: Soyburger; Macaroni and cheese; Peanut butter and bread; Baked beans and bread.	Snacks for a hearty appetite: Cold meat and cheese-chunks; Nuts; Peanut butter and bread; Devilled eggs; Pork and beans; Eggs; Cheese.	Try these for a meal away from home: Pizza; Lasagna; Hot dogs; Fishburgers; Fried chicken; Other meats, fish, cheese, egg and poultry dishes.

FIGURE 2

groups to match the situations described. Cases include individuals who eat to control weight, cut food costs, snack frequently and eat in 'take outs' regularly.

If possible, the actual preparation of foods from each food group to match ethnic and life-style preferences, may further expand the students' concept of nutrition.

CONCLUSION

The use of the food guide is controversial.[2] It may be merely a simple sheet of paper, or it can be an educator with many hidden talents. If understood and applied with know-how, it can become an extremely flexible and versatile teaching tool—truly a guide for all reasons.

[2]Editor's Note: The author does not intend to leave the impression that Canada's Food Guide or the U.S. Basic Four can be used on their own as "nutrition education." It is suggested that the food guide still has a place as a basic tool for nutrition education provided it is used by a teacher with creative techniques.

OPPORTUNITIES FOR NEW FOODS

E. E. Rice, Ph.D.
Chief Nutritionist
Swift & Company
Oak Brook, Illinois

The present tight world food supply, higher food prices resulting from inflation and the increasing cost of foodstuff and feeds, and the lessening of some restrictive regulations all encourage producers and processors to take a fresh look at their operations. With proper incentives, producers will change crops to correspond to domestic need and export markets, and processors will adapt formulas and operations to meet consumer demand. Note that I said consumer demand—not consumer need; the two are not the same. Increasing awareness of nutritional need should bring demand and need closer together. Thus, the current emphasis on nutrition information and nutrition education should improve the buying habits of food purchasers.

POSSIBLE CHANGES

Theoretically there are a number of ways in which basic foodstuffs can be changed or their processing altered to help in solving national or world food problems. Although it is impossible to predict the exact direction or the magnitude of the changes which will take place in response to these influences, we need to be aware of the possibilities that exist all along the food supply chain. In a free society economics will dictate the change that will be made.

In Production

1. Increasing yields—fertilizer, water, seeds, cultivation practices, herbicides and pesticides, harvesting technique.
2. Increasing acreage—limited by topography, water, climate, type of soil, and the will of the cultivator to change.
3. Change in crops to meet needs—sugar cane, cassava or rice for energy; soybeans or peanuts or animals for protein.
4. Improving nutritive value—breed and strain selections, high lysine corn, triticale, meat animals versus fat animals, low fat milk versus high fat milk, etc. In this connection it should be remembered that the concentration of nutrients in any specific crop is relatively independent of the type of soil in which it is grown, although the yields may be improved by fertilization and irrigation.

In Food Processing

1. Harvesting method—percent recovery versus cost, need for harvesting total crop at one time.
2. Transport and storage—maturity, mechanical losses, weather, pests, deterioration with time and temperature, packaging.
3. Processing (converting a raw farm crop into food on the table)—preservation, waste-removal, convenience, local availability.
4. Marketing—the buying and selling of foods, including estimating the demand for products, their test marketing and promotion. The importance of marketing is often underestimated and misunderstood, yet it has a crucial role in determining the nature of the foods accepted by various groups.

Adapted from a speech by E. E. Rice at the Illinois Nutrition Committee Meeting on October 3, 1975.

INCENTIVES FOR CHANGE

Attitudes generated outside the market place are important. For example, statements by physicians, nurses, teachers or family members suggesting that one food is better than another will influence the demand for a product. In that sense all components of society influence the acceptance of food. Successful marketers take into account these various influences and either adapt their product to them or attempt to change the community attitude toward their product. It must be understood that nutritive value is only one of the many factors that influence acceptance of food; others are price, palatability, convenience of preparation, type of packaging, storage requirements, community or peer attitudes, advertising, education, rumor, etc.

As nutritionists we believe nutritive value should be given more consideration in purchase of food, but we must realize that most purchasers do not understand nutrition or the relative values of various foods. Familiarity with terms such as protein, riboflavin, vitamins or minerals is of no value unless these terms are understood in the context of balanced nutrition. The old saying that "a little knowledge is a dangerous thing" is certainly true here, as many of our most dedicated food faddists have a speaking acquaintance with nutrition terms, but are completely lacking in understanding of its fundamental principles.

I have emphasized the importance of the non-nutritional aspects of processing and marketing because these, rather than nutritive value, determine the success or failure of attempts to introduce new or changed foods. I do not mean to infer that nutritive values are unimportant—they are very important—but unless the total marketing climate is properly interpreted, a nutritious and needed food may be rejected. Conversely, non-nutritious or nutritionally unbalanced foods may be accepted because of economic or social pressures.

LEGAL CONSIDERATIONS

Regulations designed to ensure the availability of safe, wholesome, nutritious, and economical foods are necessary. Unfortunately, once in force, regulations tend to become permanent fixtures, serving both as deterrents to sale of unsuitable foods and as obstacles to improvements made possible by new knowledge and techniques. Inflexible standards for the composition of foods are illustrations of this.

As an example we refer to the standard for margarine, which defines the ingredients that may be used, and sets a lower limit of 80% for fat content. This was promulgated to prevent manufacturers from selling products lower in fat and thereby "cheating" the consumer. It had unforeseen effects, however, as it effectively blocked manufacture of lower fat spreads which were desired by and would benefit some consumers. Recent revisions now allow lower-fat spreads. Such regulations also forbade the inclusion of ingredients not listed in the standard—to introduce a new ingredient required a change in the standard, a time consuming and expensive procedure. Thus, when vitamin A became available it was apparent that its addition to margarine would benefit users, but the standard had to be changed to permit this action. Some type of standard is necessary to assure uniformity of product, but standards do serve as deterrents to beneficial as well as to detrimental modifications.

NUTRITION LABELING

The "Nutrition Labeling" amendment to the Food, Drug and Cosmetic Act (paragraphs 117 and 118, January 19, 1973, revised March 14, 1973) and comparable changes in USDA regulations removed many of the obstacles to the nutritional improvement of foods—but at a price. That price, of course, is the obligation to label any food to which a nutrient has been added to show the content of calories and 10 nutrients—8 in terms of percentage US RDA's and 2 others (fat and carbohydrate) as percent of product. Protein must be shown both as percent of product and percent of US RDA. Nutrition labeling may not be much of a problem for some foods, but for those with variable composition it requires additional analytical and operating costs which have to be included in the price.

A significant aspect of the recent regulations is redefinition of "imitation food" to mean a product which simulates a standard or a recognized food and which is nutritionally inferior to

it because of a lesser content of protein or of a vitamin or mineral. This allows marketing of nutritionally equivalent simulations without the stigma of being "imitation," which connotes inferiority. The non-standard but nutritionally equivalent product must be given a descriptive or a common name that clearly differentiates it from the familiar product it imitates. An important provision allows the addition of appropriate amounts of various nutrients to food without these additions being adulterants.

If proposed FTC restrictions on advertising do not prevent effective promotion of nutritionally improved foods, the FDA and USDA actions should result in improved and needed foods. Everyone should carefully examine FTC's proposal.[1] On casual reading it might seem to be a laudable effort to ban objectional advertising of food; in effect it may ban *all* nutrition advertising of food and thereby discourage nutritional improvement of products. Note that the present proposal would prevent the description of meat, milk, eggs and a number of other items as wholesome or nourishing foods. Complete disclosure in advertising of all nutrients in the FDA label format may seem desirable to some, but in many cases it is impractical and would simply prevent giving any information.

POSSIBILITIES

Expected shortfalls in food supply on a world basis and increased information about the nutrient needs of people and the nutrients in foods, along with constantly improving (and more expensive) harvesting and processing equipment, may be expected to bring changes in our food supplies. The situation brings challenges—and opportunities.

New Foods: High yielding hybrid plants and animals, acceptance of new plant and animal foods, single cell proteins, synthetic nutrients, pond reared fish . . .

New Processes: Lower-fat meat and dairy foods, less waste and more use of present food wastes, vegetable protein additions, lower-cost substitutes of good nutritive value, cheaper and better packaging . . .

Regular Foods for **Special Diets:** Lower-fat foods for calorie restrictions, low sodium products, better artificially sweetened low-carbohydrate items for diabetics (and reducers), modified fat compositions, geriatric foods and meals . . .

PROBLEMS

Increased costs and unfamiliarity with new foods are major problems. As an example, removal of excess fat and bone from meat results in fewer pounds of meat for sale; hence, each pound will cost more even though centrally removed fat and bone can be used for other foods or in feed. Formula revisions require research, development and market testing—all expensive items. Since some products go through all these stages before being found unacceptable, approved new foods must bear a share of the cost of these unsuccessful trials.

Another problem relates to sales volume; manufacturers or retailers are not interested in products that are used infrequently or by only a few people. They must have high volumes and rapid turnover to meet production and sales costs. Foods that appeal to only a few people have to be priced high enough to overcome their extra handling and carrying costs. Unfortunately this limits the number of products that can be sold for special nutritional needs.

One of the major obstacles to the formulation of desirable new foods is the inability of the scientific and professional communities to agree on the properties foods should have to be most conducive to good health. Furthermore, claims by unqualified or biased writers confuse and mislead the public—witness the many weight-reducing schemes and the several views of the significance of fat and cholesterol in relation to atherosclerosis. Reputable food manufacturers are reluctant to spend time and money developing products for special diets unless they are certain of their market. Instead they concentrate on the known desires for good taste, convenience, and low cost.

[1]Editor's Note: To obtain a copy write to Legal and Public Records, Federal Trade Commission, Washington, D.C. 20580 or refer to *Federal Register,* 39(218):39842, November 11, 1974 (available in major public and university libraries).

Technology is not the major problem. People are. In order for changes to occur in the food supply, people must be willing to change their habits in accordance with nutrition principles (which they do not now understand) and be willing to pay the necessary costs. At present people are not well enough informed to do this, the scientific community is not in agreement on the changes that are needed, and people are not willing to pay the price. Changes will undoubtedly occur but they will occur gradually and in an evolving pattern rather than abruptly. ▲

HOME ECONOMICS IN CANADA, 1976

Elizabeth Hepworth Feniak
M.S., Ph.D.
Associate Dean
Faculty of Home Economics
University of Manitoba
Winnipeg, Canada

Home economics in Canada may be considered to be alive and well. Whether one examines enrolment figures of home economics students in Canadian universities, the changing types of educational programs available in secondary schools and universities or the enlarging spheres of professional activity in the community, there appears to be encouraging growth and effectiveness within home economics.

This is not, of course, to ignore problems which home economics in Canada faces. The urgent need to shed the sex-stereotype pattern which is so restrictive to home economics, to clarify public confusion as to the professional expertise of graduates from the various types of home economics programs, to develop a stronger sense of professional identity and commitment among the graduates, to encourage more home economists to undertake advanced study especially to the doctorate level and thus develop a larger pool of leaders from within home economics, are all pressing concerns. However, such problems are not unique to the professions within home economics but are being confronted by a variety of professional groups. Certainly, several are typical concerns of professions that still remain predominantly female.

HISTORICAL DEVELOPMENT OF HOME ECONOMICS IN CANADA

The history of the development of home economics in Canada parallels fairly closely that in the United States. The teaching of domestic arts to girls in the public schools was introduced in the late 1800's followed by the establishment of courses in Normal Schools to train teachers of domestic science for the schools. The first university course in household science was established at the University of Toronto, with the first degree being awarded in 1906. Other universities followed suit, several of these offering diploma or certificate courses in home economics prior to the establishment of a degree program.

Detailed accounts of the development of home economics in Canada have been written by Moxon,[1] Simpson[2] and others.

The types of programs developed in Canada have been very similar to those in the United States. Capable women from the U.S. and Britain set up the early courses. Canadian home economists studied at American universities for their degrees, at bachelor's level in the early days, later for master's degrees and doctorates. Thus, there has continuously been a profound influence from the American home economics movement and a warm close relationship with American home economists. (It should be observed that the pattern of post-graduate study in the United States has not always been a clear gain for home economics in Canada since many Canadian home economists found more challenging professional opportunities in the U.S. and remained to work in that country. This brain drain has been balanced to some degree by American home economists who married returning Canadian male graduate students and have made their professional contribution in Canada!)

The fact that the textbooks in use in home economics courses at university level are predominantly from the United States is a further reason for the similarity of the programs. A larger proportion of the textbooks used in the high schools are of Canadian origin although American textbooks are also widely used. There is need for more teaching materials that are Canadian in content.

---

[1] Mary C. Moxon, "The Development of Home Economics in Canada," *Journal of Home Economics*, 28, No. 3 (1936), 148-150.

[2] Edith C. Rowles Simpson, "The History of Home Economics in Canada," *Proceedings, Canadian University Teachers of Home Economics* (Vancouver, British Columbia, 1965).

Some Comparative Statistics

In considering the level of development of home economics in Canada as compared with that in the United States, it is important to keep in mind the relative population densities of the two countries. Some pertinent statistics have been included in Table 1. With a population of roughly one-tenth that of the United States, the number of undergraduate home economics students in Canada is roughly one-half of what it would be if a ratio similar to the U.S. level were found. The number taking postgraduate study is an even smaller fraction. The membership level of the Canadian Home Economics Association compares well with that of the American Home Economics Association when related to the number of undergraduate students. Canada is a large country and the relatively small number of home economists find that the large distances which separate them are a barrier to easy communication and interaction.

TABLE I

SOME COMPARISONS BETWEEN CANADA AND THE UNITED STATES OF AMERICA

ITEM	CANADA	UNITED STATES OF AMERICA
Land Area, sq. miles	3,851,809	3,554,609
Population	21,568,311[1]	211,782,000[2]
Home Economics		
Undergraduate students	5,139[3]	100,981[4]
Graduate students	252[3]	7,922[4]
Ratio of Graduate:Undergraduate	1:20	1:13
Membership in National Home Economics Association	1,418[5]	52,969[6]

[1]Canada Year Book 1973. Information Canada, Ottawa, 1973.

[2]U.S. Statistical Abstract. Superintendent of Documents, Washington, 1974.

[3]E. Feniak, Unpublished data. From paper presented to Deans and Directors of Home Economics, November 1975.

[4]Laura Jane Harper, "Home Economics in Institutions Granting Bachelors or Higher Degrees 1972-73" (Washington: The American Home Economics Association, 1974), p. 9.

[5]Annual Report. Canadian Home Economics Association, Ottawa, June 1975, p. 1.

[6]"Membership Report." Journal of Home Economics, 67, No. 5 (September 1975), p. 44.

HOME ECONOMICS PROGRAMS IN CANADIAN UNIVERSITIES

In 1976, there are 18 universities in Canada which offer courses leading to a degree in home economics.[3] Memorial University in Newfoundland is initiating a dietetics-nutrition program which will be offered in conjunction with an established program in another university in the Atlantic region. A further university (New Brunswick) offers only a degree in home economics education at the present time.

The types of programs offered are listed in Table 2. It is interesting that the program occurring in greatest frequency is Foods, Nutrition and Dietetics, offered at 18 of the 20 universities. This contrasts with the report of the frequency of distribution of majors in U.S. universities by Johnson and Swope[4] in which home economics education and general home economics were offered by 97 and 61 per cent, respectively, of all institutions with no other major being offered by as many as 50 per cent of the institutions.

A total of nine different programs are offered. The larger schools and faculties offer the broadest range of majors. Five universities (Windsor, Ottawa, Montreal, New Brunswick and Memorial) offer only one major, three of these being in Nutrition and Dietetics, while three universities (Moncton, Acadia and Prince Edward Island) offer two programs, either General Home Economics or Home Economics Education and Nutrition and Dietetics.

[3]The term home economics is used in the broad sense to include all programs which offer some or all of the subject areas associated with home economics, whether or not the institution uses the name Home Economics.

[4]Lydia Johnson and Mary Ruth Swope, "Facts about Curricula in Home Economics in Institutions of Higher Education," *Journal of Home Economics*, 64, No. 2 (February 1972), 11-17.

TABLE 2

FREQUENCY OF DISTRIBUTION OF VARIOUS HOME ECONOMICS PROGRAMS IN TWENTY CANADIAN UNIVERSITIES, 1975

HOME ECONOMICS PROGRAM	INSTITUTIONS OFFERING THIS PROGRAM	
	Number	Per Cent
Foods, Nutrition and Dietetics	18	90
General Home Economics	8	40
Textiles and/or Clothing, Design	8	40
Consumer Studies/Family Economics	7	35
Home Economics Education[1]	5	25
Family Studies	5	25
Human Development	1	5
Housing	1	5
Studies in Community Living	1	5

[1]These are cases where the Home Economics Education major is offered within the Home Economics unit. In a number of universities, it belongs within a Faculty of Education. These are not included here.

The caliber of the programs offered is very good. Where specialized programs are available, increasingly advanced level courses are provided. There has been a noticeable increase among the teaching staff in home economics of doctorate degrees and involvement in research. Staff members with background in an allied discipline have been added to enrich total course offerings. Fifteen per cent of the teaching staff is male.

Undergraduate enrolment in home economics in Canada has increased greatly in recent years. The extent of the increase may be noted in the following registration data:

1952-53 — 1380 1973-74 — 4410
1967-68 — 2629 1975-76 — 5054

The increase is universal across the country, although it is highest in the French-speaking universities. The increasing numbers of graduates in the dietetics major have exceeded the available hospital internship positions and forced the development of new forms of internship programs to meet the requirements of the Canadian Dietetic Association.

NAMES OF HOME ECONOMICS UNITS AND DEGREE DESIGNATIONS

As in the United States, there have been spirited discussions about the name. Several institutions have changed from Home Economics either to more precisely describe their program offerings, to encourage male undergraduate students or faculty members from other disciplines, or to change the public stereotype concerning fields of competency of the graduates. Others have studied the name question, decided that a more suitable name was not available, that the stereotypes were already changing and that confusion rather than clarification would be the likely result of a name change.

The diversity of names that exist at university level is shown in Table 3. The degree designations relate closely to the type of program. Some units offer more than one degree.

TABLE 3

NAMES OF THE UNITS AND DEGREE DESIGNATIONS FOR HOME ECONOMICS UNIVERSITY PROGRAMS IN CANADA, 1976

NAME OF UNIT	NO.	DEGREE DESIGNATION	NO.
Home Economics	11	Bachelor of Science (Home Economics)	6
Dietetics	2	Bachelor of Home Economics	3
Household Economics	1	Bachelor of Science (Food Science)	2
Family and Consumer Studies	1	Bachelor of Science (Dietetics)	2
Nutrition and Food Science	1	Bachelor of Science	2
Food Science	1	Bachelor of Applied Science	2
Nutrition	1	Bachelor of Applied Arts	1
Science Domestiques	1	Bachelor of Arts	1
		Bachelor of Science (Nutrition)	1
		Bachelor of Sciences Domestiques	1

GRADUATE STUDY AND RESEARCH IN HOME ECONOMICS IN CANADA

The development of a uniquely "Canadian" home economics has been only possible as graduate study and research has developed in Canadian universities. Research in foods and nutrition started first, stimulated by the concern about the nutritional status of Canadians during World War II. Other areas followed later. Most recently, increasing faculty strength in the area of family studies, human development, consumer economics has resulted in an increase in graduate study and research in these fields. At the present time, postgraduate programs are available in the fields indicated in Table 4.

TABLE 4

AVAILABILITY OF POSTGRADUATE COURSES IN HOME ECONOMICS FIELDS OF STUDY IN CANADA, 1976

Diploma in Nutrition (Public Health)	Toronto
Master of Science in:	
Nutrition or Food Science	British Columbia, Alberta, Saskatchewan, Manitoba, Guelph, Toronto, McGill, Montreal, Laval, Moncton
Clothing, Textiles	Alberta, Manitoba, Guelph
Family Studies	Alberta, Guelph
Human Development, Child Studies	Manitoba, Guelph
Consumer Studies	Guelph
Family Economics and Management	Manitoba
General Home Economics	Moncton
Ph.D. in:	
Human Nutrition, Food Science	British Columbia, Guelph, Toronto, McGill
Textile Science	Guelph

Eleven institutions provide postgraduate work in home economics in Canada. The types of programs are varied and the research areas under study touch many significant facets of the subject matter. Several institutions feel sufficiently strong in certain areas to initiate Ph.D. programs, and hope to do so, once the present financial constraints on expansion of university programs are over.

A number of graduates from other fields, either one of the root disciplines or another applied field, are registered for graduate study in one of the home economics fields. More male students are enrolled in graduate than undergraduate programs in home economics.

HOME ECONOMISTS AT WORK

A survey in 1973[5] estimated the number of home economists professionally employed in Canada as 7000. The largest percentage of these (60 per cent) were home economics teachers in secondary schools. Dietitians and nutritionists accounted for 27 per cent of the total. Considerably fewer filled positions in business (5 per cent), as university faculty members (4 per cent), extension home economists (3 per cent) and as home economists with family and community service agencies (2 per cent).

New developments have seen the extension home economists, formerly serving exclusively the rural community, take on the challenging task of work with various disadvantaged groups in urban or northern centers, develop programs making use of the assistance of paraprofessionals for native Indian families, become more closely identified as one of the helping professions in community health and welfare teams. Since the initiation of specializations in family studies in university programs is relatively recent, employment

[5]Elizabeth Feniak, Ruth Berry, and Isabel Wettlaufer, "Study on the Feasibility of Establishing the Position of Executive Director in the Canadian Home Economics Association" (Ottawa: Canadian Home Economics Association, 1973), p. 18.

opportunities in community and family service agencies, day-care and early childhood programs are opening up in greater numbers as graduates become available.

HOME ECONOMICS PROGRAMS IN SECONDARY SCHOOLS

The education of home economics teachers is university-based and varies in different provinces from three to five years in length. In a number of provinces, the pattern is to complete the home economics degree, most frequently in a 4-year General Home Economics program, then follow with a one-year teacher certification program in a College of Education. In some institutions, the four-year Bachelor of Education program includes a home economics option. The graduates from this type of program have a stronger Education background but fewer courses in home economics and the root disciplines of physical, biological and social sciences, than those following the first pattern. At the University of Manitoba, discussions are underway at present concerning implementation of a five-year integrated Education-Home Economics program that is intended to incorporate the best features of the two types of programs.

In a few universities, one of the program options in home economics is home economics education in which the preparation for teaching falls essentially within the home economics unit.

A severe shortage of qualified home economics teachers has existed in most parts of Canada during the past decade. A major cause of this has been the expansion of home economics programs into secondary schools in rural or isolated areas that have not previously offered home economics. Expansion of existing home economics departments in urban high schools has also occurred. With the recent increase in number of graduates, this shortage is now diminishing. Also, further expansion within schools will likely become stabilized with the anticipated drop in high school populations in the next few years. It will undoubtedly continue to be difficult to fill vacancies for home economics teachers in isolated rural and northern school divisions. This is unfortunate because schools in these centers are, in general, new and well-equipped and the communities concerned have need for home economics since fewer other sources of information about food, clothing and shelter are available.

Home economics is offered through the secondary school program. In most cases, this means junior high (grades 7 to 9) and senior high (grades 10 to 12 or 13). In all but one province, home economics is an optional subject; the province of Quebec has recently moved to make a certain amount of home economics compulsory for girls. Elements of nutrition education and consumer education are now receiving greater attention in the Kindergarten-Grade 6 program. Since education comes under provincial jurisdiction in Canada, programs differ from province to province.

The high school curricula are under constant revision and updating, and teachers are generally enthusiastic about the scope afforded them to develop relevant and challenging programs. Increasing numbers of boys are registering for home economics courses. In many instances, this parallels the opening of industrial arts classes to girls.

The home economics program in Manitoba divides the subject matter into three components at the junior-high level, namely, foods and nutrition, clothing and textiles, and family relationships with emphasis on development of the individual. At the senior high level, a fourth component, housing and home furnishings, is added and the family studies aspect covers management, child development and the family in society. Consumer education, management and organization are stressed within each area. Home economics topics are also frequently used for school-initiated or student-initiated projects. Guidelines have been prepared for a number of single topic semester courses for use at the teacher's discretion. The emphasis is on home economics as general education. In vocational or comprehensive schools, courses are adapted with greater emphasis on vocational skills.

The most recent revision of the home economics curricula in the province of Ontario (1974) officially renamed the program "Family Studies." Although this name is not yet in universal use, gradual disappearance of the word "Home Economics" is occurring.

Rosen[6] recently reported an exploratory study of the reaction of Home Economics/

---

[6]Rheta A. Rosen, Jennifer Welsh, and Cathy Faye, "A Preliminary Report of a Study of the Dilemmas of Primary and Secondary School Home Economics Teachers, Teaching Family Studies in the Metropolitan Toronto Area," *Proceedings, Canadian University Teachers of Home Economics* (Edmonton, Alberta, 1975).

Family Studies teachers to the change. Group interviews with a number of respondents indicated "more confusion than comfort" at the present time. Some teachers see the change as one in name only and retain in their teaching the broad focus of the past, including the teaching of homemaking skills. Others feel ill-prepared for the family orientation of the new curricula and express concern that other departments of the Senior High School where teachers have greater expertise in the field are also teaching family courses. Of the sample of teachers surveyed, 51 per cent, had a generalist home economics background, the remainder had specialized in some field of home economics including 5 per cent in Family Studies, 14 per cent in Social Sciences. Lack of clear definition of the new tasks that they are being asked to perform appears to leave these "home economics" teachers in a dilemma during this period of transition.

THE CANADIAN HOME ECONOMICS ASSOCIATION

Introduction of home economics programs across the country and recognition of the value of a national association for the exchange of information and ideas led to the formation of the Canadian Home Economics Association in Winnipeg, Manitoba, in 1939. Previous to this date, a number of provincial and regional home economics groups existed, some affiliated with the American Home Economics Association. In 1951, the publication of a quarterly journal was begun and, in 1954, the legal incorporation of the association saw the development of constitution and bylaws. Other milestones in the development of the association have been the opening of a national office in Ottawa with a General Secretary in 1960, the establishment of a permanent scholarship fund in 1964 and in November 1974, on a trial basis, the appointment of an Executive Director. The office is located at 409A, 151 Slater Street, Ottawa, K1P 5H3.

The executive and board members of the association are elected to a two-year term of office and the members meet in biennial convention. At the present time, the association is moving toward an annual convention.

In 1974, the association took steps to revise its aims and goals. The following statements were adopted:

The overall aim of the Canadian Home Economics Association shall be to promote the well-being of individuals and families and to serve home and community life in Canada.

GOALS:

1. To promote the attainment of high professional standards through continuing education and professional development among home economists
2. To encourage research and the dissemination and use of research findings
3. To facilitate communication and cooperation among local, provincial, national and international home economics groups
4. To initiate communication and cooperation among groups who share the overall aim of the association
5. To promote in-depth studies of social issues by drawing upon available expertise and subsequently to develop positions on those issues relating to the well being of families and make recommendations to appropriate agencies and levels of government
6. To encourage awareness of pending legislation on issues which may effect the well being of individuals and families and to make action in appropriate cases

Three previously unstated objectives that it was deemed advisable to emphasize were the encouragement of closer liaison with other professional groups who are working to promote the well-being of individuals and families, the study and development of position papers on social issues which affect the family, and research and action directed towards legislation related to these issues. Committee structure is being examined with a view to better implementation of the goals of the association.

The Home Economics ring was adopted in 1968 on the recommendation of the College Clubs (Association of College Home Economics Students, or ACHES) as a symbol of the professional home economist. Worn on the little finger of the right hand, the ring is of yellow gold denoting the warmth of home and family with a shank of many facets representing the many facets within home economics.

Provincial and regional home economics associations are organized across the country. At the present time, there are 21 such organizations. These are active healthy organizations,

focusing their efforts on continuing education of the members, financial assistance to undergraduate students, and working on local issues of social concern. Such groups are joined to the national association in a loose affiliation with a very nominal fee. Since the total membership of these local groups is considerably greater than the membership in C.H.E.A., a joint membership requirement would greatly strengthen the national group and make possible a wider range of activity on behalf of home economics. One provincial group, the Alberta Home Economics Association has initiated a pilot study for 1975/76 whereby membership in C.H.E.A. was a requirement in order to join the provincial association. It is hoped that this effort to intensify the professional commitment of home economists will be adopted by other provincial associations, since the national association greatly needs increased membership and a more secure financial base from which to operate.

The 1976 convention of the Canadian Home Economics Association will be held in Toronto, July 14-17. Immediately following, from July 19 to 24 the association will host the XIIIth Congress of the International Federation for Home Economics in Ottawa. Canadian home economists will welcome the opportunity to meet with international colleagues on these occasions.

BIBLIOGRAPHY

Feniak, Elizabeth; Berry, Ruth; and Wettlaufer, Isabel. "Study on the Feasibility of Establishing the position of Executive Director in the Canadian Home Economics Association." Ottawa: Canadian Home Economics Association, 1973.

Johnson, Lydia, and Swope, Mary Ruth. "Facts about Curricula in Home Economics in Institutions of Higher Education." *Journal of Home Economics*, 64, No. 2 (February 1972), 11-17.

Moxon, Mary C. "The Development of Home Economics in Canada." *Journal of Home Economics*, 28, No. 3 (1936), 148-150.

Rosen, Rheta A.; Welsh, Jennifer; and Faye, Cathy. "A Preliminary Report of a Study of the Dilemmas of Primary and Secondary School Home Economics Teachers, Teaching Family Studies in the Metropolitan Toronto Area." *Proceedings, Canadian University Teachers of Home Economics.* Edmonton, Alberta, 1975.

Simpson, Edith C. Rowles. "The History of Home Economics in Canada." *Proceedings, Canadian University Teachers of Home Economics.* Vancouver, British Columbia, 1965.

How Will Title IX of 1964 Civil Rights Act
Affect Your Home Economics Classes?
Do You Know the Implications of this Legislation?

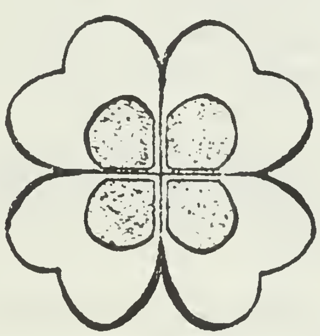
HAVE YOU READ?

SEX DISCRIMINATION AND SEX STEREOTYPING IN VOCATIONAL EDUCATION

Hearings Before the Subcommittee on Elementary,
Secondary and Vocational Education
Available Free from U.S. House of Representatives,
Committee on Education and Labor
Rayburn House Office Building
Washington, D. C. 20515

NUTRITION SCORE			
	SUN.	MON.	TUES.
PROTEIN	✓	✓	✓
VITAMIN C	✓		✓
VITAMIN A		✓	
IRON	✓		✓
CALCIUM	✓	✓	

YOU SCORE with NUTRITION



Ruth McNabb Dow
School of Home Economics
Eastern Illinois University
Charleston, Illinois 61920

YOU SCORE with NUTRITION
~ Health Activity ~
· LEADER'S GUIDE ·

Today there is a great emphasis on NUTRITION--in advertising, in newspapers, on TV. Teens and pre-teens may have little interest in "nutrition," but great concern for their appearance, their performance, and how they relate to their friends and others--all of which may be affected by what they eat.

Evidence indicates that diets of many teens, especially girls, need much improvement, with problems resulting from

- skipping meals, especially breakfast
- fad diets
- poor selection of snacks
- lack of time to eat

A California four-year study found that teens who ate frequently tended to have good diets; those eating less than three times a day had poorer diets. Often 1/4 of a teen's calories come from snacks. Rather than criticizing snacks, it is more realistic to encourage and help teens to make those snack calories count--count with protein, vitamins, and minerals they need to feel and do their best.

Objectives
- Comprehend how diet affects health, appearance, and performance
- Analyze and evaluate different foods, meals, and snacks for nutritive quality and acceptability
- Increase the variety of foods eaten and enjoyed

SCORE with NUTRITION is designed to appeal to interests of teens and pre-teens, and to involve them in a variety of activities that are both educational and fun: games, real and pretend situations, food models and pictures, and actual food prepared and enjoyed as snacks.

Learning and enjoyment of the activity will be greater if
- each person is encouraged to use the "Score with Nutrition" booklet, beginning with the quiz (self-scored, pp 3 & 9). Continue with other activities and snacks.
- advance planning and preparation are carefully done, preferably by some group members. Many additional activities, snacks, and a follow-up evaluation in the Leader's Guide may provide further learning.
- activities are followed with questions and by guiding group to see relationships implied in the activities (see NUTRITION PRINCIPLES, page 3).
- activities are selected to meet the needs, interests and abilities of group members. Some can be done individually or in small groups, with a variety available at the group meetings.

~ CONTENTS ~

ACTIVITIES USING FOOD MODELS OR PICTURES

Use food models from National Dairy Council, or use colored pictures of food (may be mounted on construction paper.) See Dairy Council "Food Model Guide" for suggested uses. (Numbers 7-12 below are from that source.) Individuals or groups can:

1. Sort models into food groups.
2. Select foods that are good sources of iron, of protein, of calcium, of Vitamin A, C, thiamin, riboflavin, niacin.
3. Assemble meals using models for the following: low-cost breakfast, lunch for teen to carry, hurry-up dinner, low calorie snacks or desserts. Give each person or group a sack and let them "pack" a lunch. Or they may choose a "cafeteria" lunch. Allow time to discuss the nutrient content as well as suitability of each meal.
4. Use food models to make meals and snacks for one day. Then evaluate and discuss day's diet in terms of recommended nutrients, cost, variety in color, texture, flavor, temperature. More than one day's food could be planned by different groups and compared.
5. Select foods to fill a grocery cart, providing good nutrition on an economy budget.
6. Select foods to provide a pregnant teenager's nutrient needs for a day.
7. Identify foods in the bread-cereal group which are used by different cultural groups to meet their nutrient needs. Repeat for the other food groups.
8. Select four models providing 50 percent of the U.S. RDA for a particular nutrient. What food group (s) are represented?
9. Select foods that provide only a few calories for nutrients contributed.
10. Select five fruits from the food models. Discuss how they vary in nutrient value. Do the ones highest in calories provide the most nutrients?
11. Using food models, plan a day's menu for a hike. Include foods that are best for good dental health. Plan another day's menu that could cause dental problems. Compare and discuss the two versions.
12. Survey the contents of local vending machines and make a list of all food sold. Assemble food models for each of these foods. Which food groups are represented? Which snack foods are best to maintain healthy teeth? Which are best to provide needed vitamins, minerals, and protein?

•NUTRITION PRINCIPLES•

It is logical to begin with some specific facts and subprinciples:

- Iron deficiency produces a type of anemia.
- Anemia produces tiredness.
- Vitamin A deficiency produces night blindness.
- Some high-calorie foods have considerable amounts of other nutrients, and some have none.

These and other subprinciples can then lead to an understanding of the following relationships:

- Diet affects health (What we eat affects how we feel.)
- Foods vary in their nutrient content. No one food is a complete source of all nutrients.
- People of all ages need calories and other nutrients, but age, sex, size, growth, and activity determine amounts needed.
- Cost is unrelated to nutrient value.
- Caloric value is not related to other nutrient values of food.

-3-

USING DAIRY COUNCIL COMPARISON CARDS

These multicolored bar graph cards, available from the National Dairy Council, may be utilized in many ways. See the "Guide for Teachers and Other Leaders." Other ways to utilize the cards:

Nutrient Emphasis Cards: Use cards to select foods that are rich sources of Vitamin C (ascorbic acid), calcium, etc. Notice that some foods seem to be good sources of several nutrients, while some are excellent sources of one nutrient, and others have relatively low nutrient content.

Mystery Cards: Cover label which tells what food card represents.

1. List several possible foods that card could represent and ask "Which Food is It?"
2. Use one card; give two alternatives, e.g., "Is it Egg or Potato?"
3. Use one card; ask a Yes or No question about a single food, e.g., "Is it Orange Juice?"
4. Use one card; ask "What is It?" (a difficult question)
5. Use four or five cards; ask "Which one is Potato Chips?"

Ask questions concerning the foods and nutrients, e.g., "How could you tell this card wasn't orange juice?" (Not enough Vitamin C). Help persons to make generalizations about nutrient sources after several cards have been discussed. See NUTRITION PRINCIPLES, page 3.

OTHER ACTIVITIES

The activity booklet suggests use of a food record, either by recalling what was eaten or, preferably, by keeping a record for one or more days. See "What I Ate" record form, page 5. The diets can then be analyzed and evaluated using either 1) the Basic Four Food Guide, including good Vitamin C and Vitamin A sources, or 2) charts providing information on nutrient content of foods and relating that to the Recommended Daily Dietary Allowances (RDAs), or U.S.RDAs. The RDAs are amounts of different nutrients recommended by scientists to provide adequate nutrition, with a safety margin, for most healthy people. The RDAs are different for males and females and for different ages. The U.S.RDAs, found on nutrition labels on food packages generally use the highest RDAs for any age group, age four through adult. Thus they are less accurate for specific ages. Nutrients listed on nutrition labels are in percentages of U.S.RDAs. Diets can be evaluated in terms of RDAs or U.S.RDAs, depending on charts available.

The Nutrimeter and Nutrition Labeling--Tools for Its Use (No. 3 and 4, Resources, p. 12) provide a good way to compare nutrient content of foods eaten or liked. Nutrient information can be compared by reading package labels and by using the Nutrition Labeling booklet. Some understanding of the U.S.RDAs is important. Undue reliance on the percentages may lead to misuse of the labels. For example if one bought a cereal because it contained more Vitamin C (due to fortification) than another cereal, this would be misleading because cereals are not relied on as Vitamin C sources. Total nutrient content, cost, preference, and other factors would provide a more complete basis for comparison shopping.

WHAT I ATE

A record of what you usually eat, how much, and how the food is prepared helps you learn about your diet. List each food. Record serving sizes as teaspoons, tablespoons, cups or other measures. Include everything you eat or drink.

MY NAME____________________

First Day	Second Day	Third Day
First Meal	First Meal	First Meal
Between Meals	Between Meals	Between Meals
Second Meal	Second Meal	Second Meal
Between Meals	Between Meals	Between Meals
Third Meal	Third Meal	Third Meal
Later Food/Drink	Later Food/Drink	Later Food/Drink

GAMES

EMPTY CALORIE OLD MAID

Needed: a deck of 35 food cards, each containing name and picture of a food and the amount of one serving. Calories may also be included. Three of these food cards should be empty calorie foods (e.g., coke, candy, salad dressing, coffee, tea, jelly, etc.). The other 32 should include 4 each of foods containing 10% or more of the RDA for each of the 8 common nutrients: protein, calcium, iron, Vitamin A, thiamin (B_1), riboflavin (B_2), niacin, and Vitamin C. Of course, some foods will be good sources of several of these nutrients. In that case they can combine in different ways.

Shuffle and deal all food cards to players.

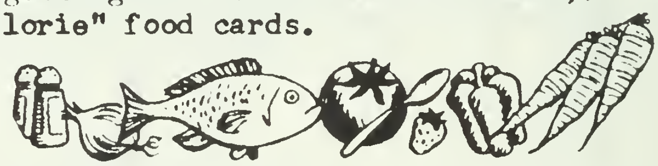
Each player tries to group foods rich in a common nutrient to make a book of four foods.

Going clockwise each player draws one card from player on his left.

When player has a book he places it face up on the table in front of him.

Other players may challenge if they do not agree. Use nutritive value charts only to check when challenged.

Winner may be player going out first (getting rid of all cards in hand). Players try to avoid holding "empty calorie" food cards.



or Scoring may be as follows:

+5 points for each correct book
+5 points for going out first
-5 points for each of the 3 empty calorie cards players are left holding and -1 for any other card player is left holding
-3 points from one being challenged if challenger is correct
-3 points from challenger if challenger is wrong

Player who reaches 100 points first is winner.

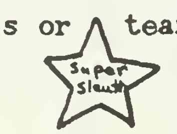
(Adapted from Isabel Rafferty in Illinois Teacher 16:60, 1972.)

SUPER SNACK SLEUTH

Equipment needed: Food pictures, preferably mounted and labeled or easily identified, or food models. Some snacks should be empty calorie "Robber Snacks"--pop, candy, jelly, etc. that are high in calories, low in other nutrients; some "Good" snacks--satisfactory but with fewer nutrients and/or more calories than "Super Duper Snacks" high in nutrients, moderate in calories. Paper and pencils. Food chart to check nutrient content of foods is optional.

Rules of Play: Scatter pictures around the room. Players pretend they are sleuths searching for the different types of snacks. Make 3 columns on paper for "Robber," "Good," and "Super Duper" snacks, and list snacks in proper categories. Players may work in teams. End game after a specified time. Discuss snacks and why they belong in different categories. It would be important to point out that everyone needs energy (calories). Calories are not bad unless a person's intake exceeds his caloric need.

Winning players or teams (those with most foods in right categories) could be awarded a badge or certificate or samples of Super Duper snack foods.



(Adapted from Edith R. Hedges)

-6-

MENU RUMMY

Equipment needed: At least 63 cards, each with a picture of a food, the name of the food, the amount of one serving, the number of calories, and in the corner a number (0-4) to indicate the general nutritive value of the food. There should be 18 (or more) fruits and vegetable cards, 18 breads and cereals, 18 with milk foods, and 9 with meat and other protein foods. Cards may include the same ones used for other card games, like Empty Calorie Old Maid. Deal 6 cards to each player (7 if 2 play). Dealer draws one card and either discards it, face up beside the deck, or keeps it and discards from his hand. Play continues as players try to make "meals" from the cards in their hands. Include 4 foods for breakfast, 6 for the main meal (dinner), and 5 for the other meal (lunch or supper).

Winner is player who first clears his hand of all cards by making Meals, scoring 1 point for every card held by his opponents, plus the numbers in the corner of all the cards he put down. May evaluate meal quality.

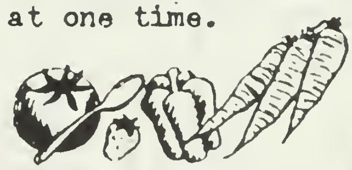
WHAT'S IN THE BOX?

Place a food in the box without players' knowledge. Close lid.

Players may ask any nutrition-related question which can be answered by yes or no: Example: Is this food a fair to good source of Vitamin C? (One serving provides at least 10% of the RDA--Recommended Dietary Allowance). Questions such as, Is it a fruit? Is it round? Is it red? or Is it in season?, would be inappropriate.

As long as the player gets a "Yes" answer, he/she may continue to ask questions. A "No" answer ends the player's turn and another person begins. A player may guess the food only once; if he guesses "apple" and the food in the box is not an apple, he is out. The purpose is to prevent wild guessing and to encourage nutrition-related questions.

The person who identifies the food correctly may be given the food to eat, or score a point, or simply have the satisfaction of "getting the right answer." A team approach could be used if the technique is used often. It could be used as an "interest getter" with one food at the beginning of the meeting for several times instead of having many foods at one time. (adapted from Illinois Teacher 18:146, 1974.)



AM I GOOD ENOUGH TO EAT?

Equipment needed: Food pictures, pins or masking tape, chart to check nutrient sources (National Dairy Council Comparison Cards, RDA or U.S.RDA Charts—see Resources, page 12).

1. Pin or tape pictures on players' backs without their knowing what picture is.
2. Players try to discover the name of the food attached to their own backs by asking nutrition-related questions which can be answered by yes or no.
3. Questions should be related to nutrient content. Set rules before beginning game and relate to information provided in charts available. See rules for "What's in the Box?" Improper questions should not be answered.
4. Winner is the first to determine the food on his/her back. Second and third (or more) place winners would allow more learning opportunities.

VARIATION: Instead of using pictures, pin name of a nutrient to each player's back. Ask questions about foods that are good or poor sources of that nutrient.

-7-

FOOD TREASURE HUNT

Equipment needed: Food models, food picture cards, or pictures of foods representing a wide variety of foods that will provide all essential nutrients. Food charts or guides to check nutrients, if desired.

1. In advance, hide enough food pictures around the room to provide each player or group enough pictures to meet game requirements.
2. Players work alone, in pairs, or in small groups to find foods they can combine to form the meal, snack, or other situation specified. Work in teams unless group is small.
3. Before play begins, group may set criteria for meal-planning. Or this may be done through guided discussion following the first game with application in later meals. Any type of meal or situation could be agreed upon before play begins: morning meal, lunch or supper, dinner (main meal), party snack, TV snack, school lunch, picnic, camping meal. Everyone works on the same meal at the same time. Situation examples:
   - snacks that are good calcium sources for someone who doesn't like milk
   - meets all of day's nutrients for teens at 1500 calorie level, if pictures provide calorie information
   - day's foods to provide all of teen's iron needs
4. Cards need not be picked up when found.
5. Trading of cards could be permitted if agreed upon in advance. More than one card could be traded for another card especially desired.
6. After meal, etc. is completed, group sets or reviews criteria, then evaluates meals on basis of criteria. May evaluate each other's meals if wish. Stress that many combinations, including unusual ones, can provide needed nutrients in interesting, delicious ways.
7. Scoring is as follows:
   +20 points for each meal/snack that meets all criteria
   +15 points for each meal/snack that meets all criteria but one
   + 5 points for finishing first
   - 5 points for each empty calorie food included at the expense of needed foods

8. "Treasure" for winners could be a nutritious snack.

SHORTER VARIATIONS: - Focus on one nutrient if less time is available.
- Lay food cards out on table and allow players/teams to choose, so many at a time, to meet specified meal or situation.

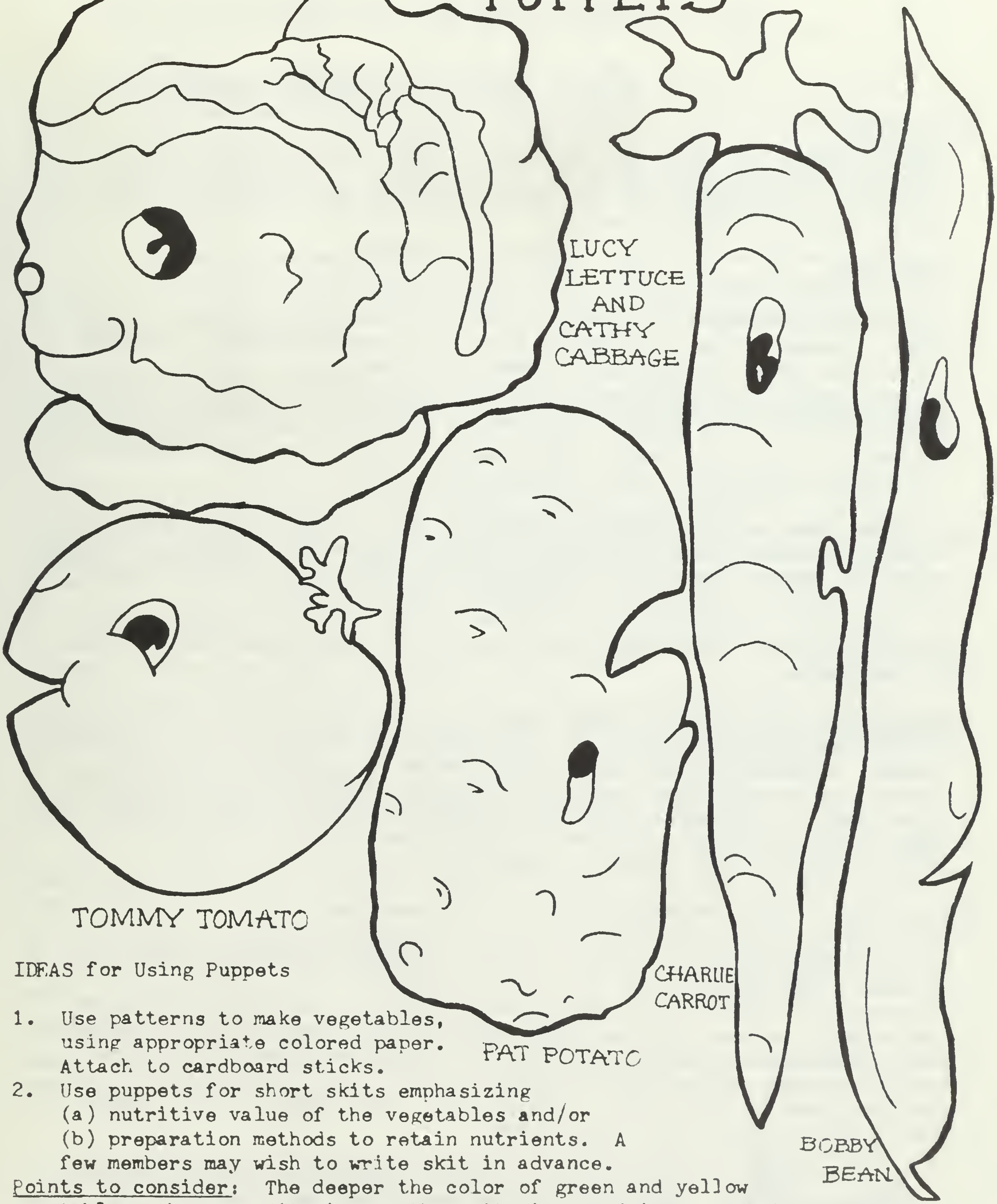
TIC TAC FOODS

Equipment needed: A commercial Tic Tac Toe set (floor size) with plastic board and X and O markers, or a homemade set. Food models or pictures. A food chart to check nutrient values.

Rules of Play: Players draw food models or pictures and try to get three X's or O's in a row. Put down a marker with the food picture to keep track of which person or team is represented. Determine particular nutrient to emphasize before game begins. One side may try to line up protein foods, another Vitamin C sources [10% or more of the RDA (Recommended Dietary Allowance) in one serving]. If one side puts down a food that also is a good source of the other side's nutrient, that food may count for both sides. A food may be challenged. The loser of the challenge pays a penalty (as a missed turn), determined in advance. (from Hazel T. Spitze)

-8-

PUPPETS



IDEAS for Using Puppets

1. Use patterns to make vegetables, using appropriate colored paper. Attach to cardboard sticks.
2. Use puppets for short skits emphasizing
   (a) nutritive value of the vegetables and/or
   (b) preparation methods to retain nutrients. A few members may wish to write skit in advance.

Points to consider: The deeper the color of green and yellow vegetables, the more Vitamin A, other vitamins, and iron. Tomatoes are an excellent source of Vitamin C; potatoes and cabbage are good sources. Carrots are rich in Vitamin A value. Cooking vegetables in a small amount of water until just done will preserve nutrients, as will minimum exposure to air. Using any cooking water in soup or gravy will utilize water soluble nutrients. Covering salad vegetables or cutting just before serving will reduce loss of Vitamin C. Points may be clarified and summarized in discussion.

-9-

···MORE SNACKS···

Milk Drinks

Instant Cocoa Mix--Put 3 cups instant dry milk, 1/2 cup sugar, and 1/8 teaspoon salt in a bowl. Sift in 1/4 cup cocoa. To make Cocoa--Fill cup 1/3 full with mix. Add small amount of water and stir. Fill cup with boiling water and stir.

Iced Cocoa--Make cocoa; cool. Top with ice cream; may sprinkle with cinnamon or nutmeg.

Ice Cream Nog--Combine in blender or beat with egg beater 1 egg, 3/4 cup milk, 1 teaspoon sugar, few grains salt, 1/4 teaspoon vanilla. Top with dip of ice cream, sprinkle with nutmeg or cinnamon.

Peanut Butter Milk Shake--Stir 2 teaspoons honey and 2 tablespoons peanut butter together until smooth. Add 1/3 cup nonfat dry milk. Add 1/2 cup hot water. Stir until peanut butter melts. Add 1/4 cup cold water or 1/4 cup more hot water. Stir. Enjoy hot or cold.

Hot Spiced Cider or Punch--Simmer 2 quarts cider or cranberry or cranapple juice, 1 teaspoon whole cloves and 3 sticks cinnamon for 3 minutes. Remove spices and serve. Garnish with unpeeled red apple ring stuck with whole cloves. (Cider or punch may be reheated) 8-10 servings.

Onion-Soup Dip--Add 1 package dry onion soup to 2 cups sieved cottage cheese (or use blender).

Special Burgers--Mix 1 pound ground beef, 1/2 cup milk, 1/4 cup catsup, 1 tablespoon prepared mustard, 1 tablespoon Worcestershire sauce, 1 teaspoon vinegar, 1 teaspoon brown sugar, 1 teaspoon salt, and a dash of pepper. This can be mixed in advance and refrigerated. Split 6 hamburger buns and spread meat in thin layer on all bun halves, covering to edges. Broil 3 inches from heat about 5 minutes or until brown. Top with cheese if desired; broil to melt cheese. 6 servings.

Pat-a-Pizza--1 can refrigerated biscuits (or make your own)

half of 8 oz. can tomato sauce — 1/4 teaspoon salt
1/2 pound ground beef — 1/2 or 1 teaspoon oregano, if you wish
10 small slices cheese

Pat biscuits into 4-inch circles on baking sheet. Put about 1 tablespoon tomato sauce on each. Bake at 400° until lightly browned (about 10 minutes) While pizza bakes, crumble meat into hot skillet and brown over low heat. Pour off grease; add salt and oregano.
Turn oven down to 325° (low). Add some meat, then cheese to each pizza. Heat pizzas in oven until cheese melts.

Pour-on-Pizza--Use above ingredients except biscuits. Crumble meat into hot skillet and brown over low heat. Pour off grease. Add tomato sauce, salt, oregano, and cheese. Stir over low heat until cheese is melted. Pour over buns, bread, or toast.

NUTRITION SCOREBOARD .. REPLAY

The following problems are correlated with the "Nutrition Scoreboard" questions in the nutrition activity booklet. Use of these problems should provide some evaluation of learning that occurred as a result of participation in the activity. Using this "Replay" several weeks later would provide some indication of the long term effects of the activity. Answers are identical to the original questions. (Omit this paragraph when questions are copied.)

Answer TRUE or FALSE

1. Barb, age 12, is overweight and would like to lose several pounds. If she is to feel good while losing weight, she needs to choose healthful foods but cut out extra calories.

2. John is a busy teenager, and is now over 6 feet tall. He tries to eat many different kinds of food to give him all the nutrients he needs each day. Sometimes he is tired, so probably he would feel better if he took a vitamin pill every day.

3. Susie likes to watch TV and listen to music. She has learned that to avoid gaining weight she must use as many calories in her activities as she gets from her food. After she has her calories balanced just right, she decides that she can eat an apple because those calories are less likely to cause weight gain than calories from a potato.

4. David's family is trying to save money on food because his father lost his job. If his mother buys hamburger, it will cost less but will be just as nutritious as the steak the family likes so well.

5. Linda and Angie were planning a party for their friends after the game. If they decide to have pizza and cider, they can all enjoy nutritious snacks.

6. Bill is cooking hamburgers for his friends on the grill outside. If he lets the meat get too close to the fire, he may not only burn it, but the protein may be tough, and more of the vitamins will be lost.

7. Jane is on the track team, and her brother Bruce plays basketball. Their coaches are right when they tell them that because they are so active they should get more protein than their friends who aren't on a team.

8. Allen was up late last night. As he is already late for school, he dashes out the door without eating. His body really won't miss the food he didn't eat as long as he is sure to eat big meals later in the day.

9. Elizabeth is 16 and pregnant. Compared to her sister who is 5 years older, Elizabeth has a much greater need for protein, vitamins, and minerals (especially calcium and iron) because she is still growing herself, and so is the baby.

10. Your mother has sent you to the store to buy cereal for the family. Your family likes several kinds of cereal, but you wonder which is the most nutritious. Three cereal boxes state that the cereal is "Fortified," but you really can't tell which contains the most nutrients unless you read the nutrition label on the box.

-11-

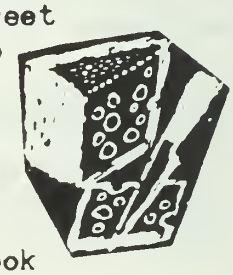
RESOURCES

1. Burkart, A. C. "Smarten up and snack right"--in Food for Us All: Yearbook of Agriculture. Washington, D.C.: US Dept. Agr., 1969, p. 273.
2. Deutsch, Ronald M. The Family Guide to Better Food & Better Health. Des Moines, Iowa: Meredith Corp., 1971. Also Bantam Books $1.95
3. Peterkin, Betty. Nutrimeter, Student's Guide, Teachers Guide. Agr. Research Service, USDA, 1975. Order from Supt. of Documents, Washington, D.C. 20402
4. Peterkin, Betty, et al. Nutrition Labeling tools for its use. Same as #3.
5. Spitze, Hazel. "Games That Teach." Illinois Teacher 16:42, 1972. ...... "Teaching Techniques." Illinois Teacher 17:146, 1973. from Illinois Teacher, 351 Education Bldg., University of Illinois, Urbana, IL 61801
6. Spitze, Hazel T. Games That Teach: The Nutrition Game. Educational game, fun to play. Order from Graphics Co., PO Box 331, Urbana, IL 61801, $9.95

NUTRITION Educational Materials available from
National Dairy Council

In St. Louis District (roughly, south of Champaign) order from:
St. Louis District Dairy Council
2710 Hampton
St. Louis, Mo. 63139
No charge if materials are for educational purpose.

In other areas, order, at cost from:
National Dairy Council
111 North Canal Street
Chicago, Ill. 60606



-- A catalog is available --

* Animal Feeding Demonstration for the Classroom
* Nutrition Source Book
* Weight Control Source Book
* A Boy and His Physique
* A Girl and Her Figure
* Your Food--Chance or Choice?
* Food and Care for Dental Health
* Food and you...Partners in Growth...during pregnancy
* Your Calorie Catalog...Accenting Protein
* The Food Way to Weight Reduction
* Your Snacks: Chance or Choice? (Poster); (Teachers guide)
* Your Snacks: Chance or Choice? (Mini-poster 8½ x 11)

** Comparison Cards (Series of colorful bar graphs illustrating the nutrient profiles of 57 popular foods; teacher guide)
** Food Models (146 full-color photographic, life size models; teacher guide)

New editions use U.S.RDA's as used on nutrition labels.

** A Guide to Good Eating (Poster); (Leaders guide)
** A Guide to Good Eating (Mini-poster or Miniature 4 1/4 x 6 5/8); (Leaders guide)

* Recommended ** Especially valuable

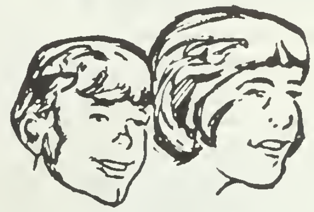
Limited numbers of copies of U. S. government publications are often available from your congressman or from the Cooperative Extension Service

YOU SCORE WITH NUTRITION

STUDENT'S NUTRITION ACTIVITY BOOKLET

Ruth McNabb Dow
Instructor
School of Home Economics
Eastern Illinois University
Charleston, Illinois

THINK ABOUT YOURSELF!



Do you care how you score on

☐ Your APPEARANCE • your size, shape, how your skin looks

Are you happy

- when you look in the mirror?
- when your friends see you?

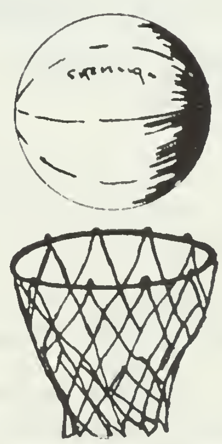
☐ Your PERFORMANCE • in sports, in your studies, in fun activities

Are you often
- tired?
- grouchy?
- not quite "with it"?

What You Eat won't make you smarter or a star athlete -- but it can make a big difference in

- how you look
- how you feel
- how alert you are
- how well you can keep up with your friends

Who Chooses the Food You Eat?



Many times YOU do --

- at parties
- with your friends
- after the game
- while you watch TV

Many things besides food influence how you feel and act,

but the FOODS you choose each day -- and night --

may help you score better as you reach for your GOALS!

-2-

NUTRITION SCOREBOARD

TRUE	FALSE	I'M NOT SURE	Answer each question in scorebox to the left. Please do not guess. (Answers on last page)
			1. The kinds and amounts of food that we eat each day affect how we look and feel, as well as how healthy we are.
			2. Even if we eat many healthful foods each day, taking extra vitamin pills would make us more healthy.
			3. Calories from candy and doughnuts are more likely to make us gain weight than the same number of calories from apples and lettuce.
			4. Many lower cost foods can be just as nutritious (healthful) as ones that cost more.
			5. We can eat snack foods that will improve our diet.
			6. The way we store and cook our food can make a difference in how nutritious it is.
			7. Athletes need more protein than non-athletes.
			8. Eating in the morning is not too important as long as we eat healthful foods later in the day.
			9. When our bodies are growing, we need more protein, vitamins, minerals, and energy foods for our size than we will after we stop growing.
			10. Reading nutrition labels on food packages can help us choose more nutritious foods for the money we spend.

What did **YOU** eat today? How does it **SCORE**?

1. It is hard to remember all you ate, so you might keep a record of everything you eat today, including snacks. List how much you eat, too.
2. Compare what you ate with what you need. You remember that the following kinds of foods help provide the protein, vitamins, and minerals we need each day. Score your day's food with the number of servings listed below.

- Breads and Cereals--4 servings — Enriched and whole grains give us the most B vitamins and iron. Breads and Cereals also give us energy.
- Meat, fish, poultry, eggs, dried beans, peanut butter, nuts--2 servings — These foods provide protein, B vitamins, and iron. Some of the cheaper foods are good sources too.
- Milk, cheese, other dairy products--3 to 4 servings — Good sources of calcium, Vitamins A & D, riboflavin (Vitamin B_2) and protein.
- Fruits & Vegetables--4 servings Vitamin C sources (citrus, melon, strawberries, tomatoes) needed daily. Vitamin A foods (deep green or orange fruits & vegetables) needed often. — These foods also give us fiber (roughage) which our bodies need. Some have some B vitamins and iron. Some fruits and vegetables are more nutritious than others.

3. Did the foods you ate give you all the energy, protein, vitamins and minerals you need? What foods could you add or change to improve your score?

You Can SCORE with Super Snacks

Most of us like snacks. Some snacks have lots of calories and not much else--like pop and candy; other snacks can be fun to eat and still give us other nutrients our bodies need. Why not try some of these with your friends? You may like to keep snack foods handy in your refrigerator and on your shelf.

- Oranges, or sections
- Bananas
- Apples, or wedges, slices
- Peaches
- Watermelon
- Cantaloupe
- Green Pepper rings
- Cherry Tomatoes
- Turnip slices
- Carrot sticks, curls, or circles
- Raw Broccoli & Cauliflower "flowers"
- Celery sticks
- Raisins, Prunes
- Dates
- Dried Apricots
- Cereals (unsugared types)
- Deviled Eggs
- Cheese cubes, wedges
- Fruit Juices- orange, pineapple, apricot, cranberry, grapefruit, tomato
- Milk, including low fat or skim
- Cocoa
- Ice Cream

- Milk with- juice-orange, pineapple
  - crushed strawberries or raspberries
  - crushed ripe banana
  - honey & peanut butter

Sunshine Shakes

FOR 4 CUPS	I WILL NEED···
1 BANANA, CUT UP	
1½ CUP ORANGE JUICE	
½ CUP CRUSHED PINEAPPLE	
1 TABLESPOON LEMON JUICE	
1½ CUPS WATER	
MIX WELL IN BLENDER. CHILL. OR MASH BANANA WELL. USE PINEAPPLE JUICE INSTEAD OF CRUSHED PINEAPPLE. MIX WELL WITH EGG BEATER.	

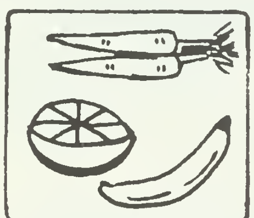
-4-

More • Super • Snacks

- Peanut butter with
  - raisins or dates
  - apple or banana slices or applesauce
  - chopped celery or shredded carrots
  - graham crackers
  - nonfat dry milk and honey
- Open-faced sandwiches with leftover ham, chicken, beef
- Toast enriched English Muffins topped with ham or tuna salad & slice of cheese. Broil to melt cheese.
- Tiny meat balls on tooth picks
- Cheese sticks wrapped with chipped meats
- Whipped cottage cheese dip with onion soup mix
- Cheese balls--form softened cheese in balls, dip in nuts
- Tuna/tuna salad
- Assorted crackers
- Nut bread with cheese spread
- Nuts & raisins
- Milky Way Soups (Add nonfat dry milk with water for more flavor and nutrition)
  - tomato
  - vegetable
  - potato
  - split pea
- Granola
- Celery stuffed with peanut butter, ham salad, cheese spread
- Bread sticks--roll refrigerator biscuits into sticks or any shape desired, brush lightly with melted oleo, sprinkle with garlic salt, oregano, or parmesan cheese
- Pizza
- Tacos
- Tomato wedges with tuna or hard cooked egg
- Soft cheese or cream cheese with
  - bacon bits or nuts
  - deviled ham or chipped beef
  - apple wedges or celery
- Fruit Kabobs--banana wheels, pineapple chunks, cheeries, strawberries, orange wedges, on picks--make your own
- Cottage cheese with fruit--add a dash of cinnamon or nutmeg
- Yogurt with fruit
- Ice cream in milk shakes, with fruit, with nuts, or make-your-own sundaes
- Homemade popsicles or frozen cubes of fruit juices or flavored gelatin
- Hot spiced cider or pineapple juice with cloves or cinnamon
- Cookies--peanut butter, oatmeal, raisin

NAME A SNACK

From the list of snacks in this book - or other snacks - name some you would like to try. Choose some from each food group.

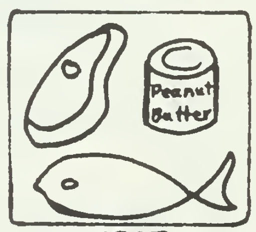


FRUIT & VEGETABLE

____

____

____

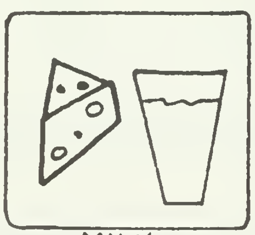


MEAT

____

____

____

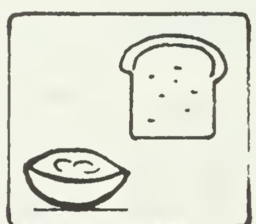


MILK

____

____

____



BREAD & CEREAL

____

____

____

-5-

What I Eat in the Morning

You may think that the first meal of the day won't be missed--that you haven't time to eat as you dash out the door--or that skipping a meal is a good way to lose weight.

But THINK AGAIN! Ten years of scientific research on breakfast at the University of Iowa Medical College showed that the first meal of the day is vitally important.

- Those who skip or eat little breakfast often feel tired in mid-morning. They learn less, do less work, have more accidents.
- It is <u>harder</u> to control weight when a meal is skipped.
- Little or no breakfast increases hunger in late morning, often leading to overeating--too many calories--at the next meal.
- For good nutrition and energy, the day's first meal should provide about 1/4 of a person's daily calorie, vitamin, and mineral needs.

Many combinations of food can start your day off right.

<u>A Pattern to Help You Score</u>

++ Fruit or Juice. A good Vitamin C source is best	Orange, grapefruit, strawberries, cantaloupe, watermelon, raspberries, bananas, cherries, apricots, fresh peach, pineapple, tomato.
++ Bread and/or Cereal--whole grain or enriched	Whole wheat bread or toast, pancakes, waffles, biscuits, ready-to-eat or cooked cereal (made with milk)
++ Milk in many forms	Cocoa; skim or low-fat milk; egg nog; a spread for toast made of dry milk, honey and peanut butter; yogurt or cottage cheese with fruit; cereal cooked with milk; ice cream, milkshake.
++ Another protein source if you need and want it	A cheese sandwich; peanut butter French toast; Eggs, baked, scrambled, hard-or soft-cooked. Meat, fish, eggs creamed or with a canned soup. Omelets with meat, cheese, jelly or tomatoes.

-6-

NO  TIME TO EAT IN THE MORNING?

Why not try these TIME SAVERS?

You may ...

- plan breakfast, set table the night before.
- also set out (and cover) food not needing refrigeration.
- mix and/or chill frozen or canned fruit juices ahead of time.
- use ready-to-eat or instant cereals. Frozen waffles (homemade ones too) can be popped into the toaster for a quick treat.
- use cocoa mix, partially baked hot breads, canned biscuits; toast left over biscuits, muffins.
- try pre-cooked or leftover meats, cheese slices, others listed on previous page.

TIRED OF THE SAME FOODS?

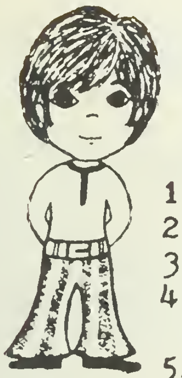
Why not try SOMETHING DIFFERENT?

You may ...

- mix fruits, put fruits in pancakes.
- try an oatmeal sundae--top cereals, waffles with your favorite fruit or a dip of ice cream. Use fresh, canned or frozen fruit; also raisins, dates, prunes, apricots, which are good iron sources.
- sprinkle grated cheese over eggs, or add bits of left over meat to eggs.
- combine fruit with milk or with milk and eggs in blender (or beat well) for a new treat.
- A cheeseburger for breakfast? Why not? Peanut butter is also a protein source, good with raisins and toast, and fruit or juice. Pizza, hamburgers, soups are other possibilities.

So if you want to feel and do your best all morning, start your day with food to provide energy, vitamins and minerals.

-7-



IDEAS FOR TALKS AND DEMONSTRATIONS

(Do look up information and be sure it is correct.)

1. Nutrition labeling and you -- use labels
2. Planning meals -- may use real food, food models, or pictures
3. Your own school lunches that rate an "A"
4. Snacks for fun and health -- after school snacks, TV snacks, party snacks, beverage snacks
5. Stretching your food dollar the nutritious way
6. How milk and milk products compare in calcium content
7. Quick nutritious breakfasts
8. Comparing different cereals for cost and nutritive value
9. Choosing and using lower cost protein foods
10. Cooking tips for keeping vitamins and minerals
11. Are "health" foods better?
12. I saw it on TV -- do you believe the ads? (ads related to foods, nutrition, vitamins, etc.)
13. Choosing foods to give you iron (Vitamin A)
14. Vitamins A, B, C -- how does your diet rate?
15. Heathful foods young children like (can relate to child care projects, baby sitting, etc.)
16. New ideas for what to eat in the morning
17. Good nutrition and Mexican (Chinese, etc.) foods
18. A quickie lunch -- and nutritious too
19. Food for athletes
20. Calories and weight

MORE THINGS TO DO AND LEARN

1. When you go to the store, look for nutrition labels on food packages. Compare nutritive value (protein, vitamins, minerals) in different cereals. Compare some of your favorite snacks. How would you decide which ones to buy?

2. When you eat out, look at the menu and choose the three menus that seem the most nutritious. Or choose the most nutritious combination of single foods available. In either case, what nutrients are likely to be missing? What foods could you add to provide the missing nutrients? Do the same for school lunches.

3. Choose nutritious foods that you would like for breakfast, for a picnic, for a lunch to take to school, for an after-the-game snack. Then figure out how those foods would score in giving you nutrients you need.

4. Look at menus and diet plans in magazines and newspapers. Ask the same questions as in No. 2, and rate the menus. How could you improve them?

5. Suppose you have a friend who doesn't like to drink milk (but is not allergic to milk). Help your friend plan specific ways to get enough milk or milk products every day. (How many servings are needed?)

Answers to NUTRITION SCOREBOARD

1. TRUE Eating enough (but not too much) of many different nutritious foods can help us look and feel good.

2. FALSE If we are healthy, eating a nutritious diet each day should give us all the vitamins, minerals, and protein we need without taking vitamin or other pills. Too much of some vitamins can be harmful.

3. FALSE A calorie (a unit of heat energy) from one food is the same as a calorie from another food. Some foods do contain more calories per ounce, but a calorie is a calorie, wherever we find it.

4. TRUE Cost is not related to how nutritious a food is. Choosing foods carefully for the nutrients they provide can help us stretch our food dollars. (Nutrients are substances our bodies must have, like protein, vitamins, minerals, and water.)

5. TRUE Snacks are often "empty calorie" foods that have few if any nutrients except energy value. We can choose snacks that are both healthful and fun to eat.

6. TRUE If we store food a long time, it usually will be less nutritious. Heat, air, light, or long cooking can destroy some nutrients.

7. FALSE Many people believe this is true, but unless an athlete is developing new muscles, he or she does not need any extra protein. Extra calories will be needed to supply the additional energy athletes need, but eating extra protein is an expensive way to get more calories.

8. FALSE Studies show that not eating in the morning often causes more accidents, less learning, and poorer work due to the very long time without food.

9. TRUE Babies, children, teens, and pregnant women all need more nutrients for their size because they are growing.

10. TRUE Reading nutrition labels, which are on some food packages, can help us to compare nutrients in different foods.

NUTRITION REPLAY

Again, THINK ABOUT YOURSELF--

Are you satisfied with how you score--

- how you look and feel?
- how you keep up with your friends and activities?

How you score on a test is not as important as how your body rates the food you give it. So if you want to improve your nutrition score, you can choose a variety of foods for your meals and snacks that will help you have the energy and vitality you need to reach your goals.

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
351 Education Building
Urbana, Illinois 61801

Serials Department
University of Illinois Library
Urbana, Ill. 61801
3 copies

Home Ec

Vol. XIX, No. 5
May/June 1976

ILLINOIS TEACHER
OF HOME ECONOMICS

THE QUALITY OF LIFE AND HOME ECONOMICS

CONSUMER EDUCATION AND THE QUALITY OF LIFE

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
351 Education Building
Urbana, Illinois 61801

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Serials Department
University of Illinois Library
Urbana, Ill. 61801
3 copies

Vol. XIX, No. 6
May/June 1976

ILLINOIS TEACHER
OF HOME ECONOMICS

THE QUALITY OF LIFE AND HOME ECONOMICS

CONSUMER EDUCATION AND THE QUALITY OF LIFE

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Urbana, Illinois 61801

Vol. XIX, No. 5, May/June 1976. Published five times each academic year. Subscriptions $7.50 per year, $21 for three years; Canada, $8.50 per year, $24 for three years; Foreign, $10 per year, $27 for three years. Single copies $1.75. Special $5 per year for undergraduate and graduate students when ordered by teacher educator on forms available from ILLINOIS TEACHER office.

Address: ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

Telephone: 217-333-2736

of educating
ie economics
ilies as con-
ermeation of
many high school curricula with consumer education, the task is becoming increasingly challenging.

Traditionally, home economics has drawn its strength from the application of knowledge to the solution of practical problems. In home economics classrooms students continue to have the unique opportunity to be involved in a rich variety of educational experiences. Learning in consumer education need not be "bookish" or dull. Included in this issue of the *Illinois Teacher* are several techniques to foster the active participation of students in the real world of the marketplace. Hopefully these techniques will enhance student capacity for informed and creative decision-making, and achieve more than the mere accommodation of the consumer as a passive agent in the economic cycle.

To remain effective, consumer education must stand sufficiently apart from much of what is now being bandied about in the name of consumer education. Much of what is readily available to teachers represents the viewpoints of one interest or another, be it manufacturer, industrial lobby or pressure group. Teachers are constantly bombarded with this material and understandably have difficulty in finding timely, relevant and objective material. In these circumstances, consumer education risks becoming sterile.

This concluding issue of the current volume of *Illinois Teacher* presents a range of considerations, both theoretical and practical, for the consumer educator. Together with the content of our previous issues in this series, we have drawn together a wide range of material impinging on the rather nebulous concept of "quality of life." It remains for teachers to take initiatives, and to translate this material into meaningful educational experiences.

Roy Lawson

Roy Lawson
Editor for This Issue

FIRST CLASS
PERMIT
NO. 427
URBANA
ILLINOIS

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

A publica
Departme
College of
Urbana, I

Vol. XIX, No. 5, May/June 1976. Published five times each academic year. Subscriptions $7.50 per year, $21 for three years; Canada, $8.50 per year, $24 for three years; Foreign, $10 per year, $27 for three years. Single copies $1.75. Special $5 per year for undergraduate and graduate students when ordered by teacher educator on forms available from ILLINOIS TEACHER office.

Address: ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

Telephone: 217-333-2736

From the Editor's Desk:

Home economists have had a long and respectable association with the task of educating consumers. As society becomes more complex, it is expected that we in the home economics movement should intensify our concern with the welfare of individuals and families as consumers. Despite the relatively recent wave of interest in consumerism, and the permeation of many high school curricula with consumer education, the task is becoming increasingly challenging.

Traditionally, home economics has drawn its strength from the application of knowledge to the solution of practical problems. In home economics classrooms students continue to have the unique opportunity to be involved in a rich variety of educational experiences. Learning in consumer education need not be "bookish" or dull. Included in this issue of the *Illinois Teacher* are several techniques to foster the active participation of students in the real world of the marketplace. Hopefully these techniques will enhance student capacity for informed and creative decision-making, and achieve more than the mere accommodation of the consumer as a passive agent in the economic cycle.

To remain effective, consumer education must stand sufficiently apart from much of what is now being bandied about in the name of consumer education. Much of what is readily available to teachers represents the viewpoints of one interest or another, be it manufacturer, industrial lobby or pressure group. Teachers are constantly bombarded with this material and understandably have difficulty in finding timely, relevant and objective material. In these circumstances, consumer education risks becoming sterile.

This concluding issue of the current volume of *Illinois Teacher* presents a range of considerations, both theoretical and practical, for the consumer educator. Together with the content of our previous issues in this series, we have drawn together a wide range of material impinging on the rather nebulous concept of "quality of life." It remains for teachers to take initiatives, and to translate this material into meaningful educational experiences.

Roy Lawson

Roy Lawson
Editor for This Issue

NEW CONSUMER LEGISLATION: RELEVANT TO ALL

Joan L. Bonnett
Family Economics Specialist
Cooperative Extension Service
University of Illinois

What happens in the U.S. Congress is of consequence for every American. Students, their parents, you and I are affected in countless ways—and in ways that really count—by decisions of our elected representatives.

As consumer educators we have a unique opportunity, and a commanding challenge, to demonstrate the relevance of each individual's participation in the political process. To focus on a particular piece of consumer legislation, its development, and its practical implications is one way to involve students and arouse their interest in consumer legislative concerns.

For example, take the case of Bill Collins (not his real name). A few years ago he spotted a sleek looking sports coupe at a used car lot on the way to his after-school part-time job. He couldn't believe his eyes when he read the sign on it: "Yours for only $250 down, $50/month." Bill stopped in to check out the information. Sure enough. The snappy coupe was available for just what the sign said.

Doing some quick mental arithmetic, Bill figured that the car could be his if he really wanted it. The $400 he had saved from his part-time and summer job would more than take care of the down payment. And, with his weekly earnings of about $50 he could easily manage the $50 a month payment for 30 months. When the used car salesman encouraged him to come in after work and take the car for a test drive, it was more than Bill could resist.

He could hardly wait until work was over that night. The salesman even offered to stay at the car lot a little late so Bill would have plenty of time to give the car a fair test drive. He told Bill that his credit was good and with the kind of money he was making, he should have no difficulty meeting the monthly payments which would include the $50 "plus only a few dollars more to cover interest and carrying charges."

The thought of having his own car at last seemed liked a dream come true. Bill's enthusiasm even rubbed off on his parents. They reasoned that if he had his own car he wouldn't be asking to borrow the family car all the time. Besides, he would probably learn a lot by tinkering around with the engine and by using his own money to keep the car going. Elated, Bill purchased the car even though almost another week's earnings had to go for payments on car insurance. Unfortunately, the car didn't return many miles of travel per gallon of gasoline used. So Bill had to spend a lot for gas, too.

Poor Bill! After only a few months his car developed engine trouble and broke down completely. He couldn't repair it himself and mechanics at the garage told him a whole new engine would be needed. The cost: $600! Bill wasn't too discouraged, though. That friendly salesman had told him there was a good guarantee on the car.

When Bill returned to the used car dealer, his heart sank. He learned that the credit contract he had signed had been sold to a finance company. The car dealer no longer had responsibility for the merchandise or for the contract Bill had signed. Even worse, neither did the finance company—which Bill learned was a "holder in due course."

The car was worthless without a new engine. Bill couldn't drive it or sell it and he was required to keep making payments for it or have it repossessed and lose all the money he had already invested in it.

Bill Collins' sad experience was not unique. Many others have been "trapped" in similar situations. His story, however, is rich in concepts for teaching. Two that can be focused on to relate to new legislation are "holder in due course" (Fair Credit Billing Act) and "car labeling" (Energy Conservation and Oil Policy Act).

Effective May 14, 1976 the doctrine of "holder in due course" is *reversed.* Until that time a third party (such as a bank or finance company) had no obligation for merchandise received by a customer on credit from a seller. Now, a third party *is* responsible, providing the purchase price is $50 or more and is made within the buyer's state of residence or within 100 miles of his or her home (unless the creditor mailed the customer an advertisement for the item or services or if the seller is owned or operated by the creditor).

How could this recently effective legislation help in a case such as Bill Collins'? How and why might consumers have participated in encouraging or discouraging the enactment of this

legislation? Why is it important to let our elected representatives know our opinions on proposed or pending legislation? How could our voting choices at election time make a difference in the way we live or the daily decisions we make?

If Bill Collins were going to buy a 1977 model car he could anticipate before purchasing how much he might have to spend for gasoline. Beginning with the 1977 models, labels are required not only to list gasoline mileage (both city and highway) but to compare fuel cost with other cars in the same class. The Energy Conservation and Oil Policy Act will also require that showroom labels give the energy consumption on major household appliances such as refrigerators, ranges, TVs, air conditioners. How do consumers benefit from this information? How are national resources affected? Will this service cost consumers more or less over a long period of time? What added costs might be involved for manufacturers?

The accompanying chart lists some of the newly passed or newly effective consumer legislation. It affects our daily decisions and our money management practices. Consumer educators can help students realize the significance of the legislation and their stake in the political process which produced it.

CONSUMER LEGISLATION: PASSED 1975-76

March 1, 1976

Law or Regulation	*Effective Date*	*Major Provisions*
Metric Conversion Act	Signed by President 12-22-75	Provides for a *voluntary* national program adopting the international metric system of measurement in the U.S.A. and for conversion to general use of the system within the next 10 years and for a board to coordinate the U.S. effort.
Energy Conservation and Oil Policy Act		Requires labels on 1977 model cars to list gasoline mileage (both city and highway) and compare fuel cost with other cars in the same class.
		Energy consumption of major household appliances must be given on showroom labels (e.g., refrigerators, TVs, freezers, dishwashers, air conditioners). New labels should begin showing up by mid-1977.
Consumer Goods Pricing Act	3-11-76	*Repeal* of "Fair Trade" laws existing in 21 states (including Illinois). Manufacturers can no longer set the selling price of their products.
Fair Credit Billing Act	10-28-75	Creditors extending open-end credit (such as department stores and banks) must inform the customer in writing semi-annually of his/her rights in questioning a bill; must mail billing statements to the customer at least 14 days before the payment due date; must settle billing disputes within 90 days; must refrain from making adverse statements to credit reporting agencies and from turning accounts over to collection agencies when an account is in dispute; must credit all payments, overpayments, and returned merchandise promptly to accounts.
		Sellers offering credit are no longer restricted from offering discounts for cash; the Federal Reserve Board limits the discount to 5%.
	5-14-76	*Rèverses* the doctrine of "holder in due course" in which a third party holding a credit contract had no obligation for merchandise received by a customer. (Third party now *is* responsible, providing the purchase cost more than $50 and was made within your state or within 100 miles of your home *unless* the creditor mailed the customer an advertisement for the item or services or if the seller is owned or operated by the creditor.)
Equal Credit Opportunity Act (Passed in 1974)	10-28-75	Forbids discrimination by creditors on the basis of sex or marital status (credit granting firms cannot deny credit to women solely on basis of sex or marital status).
		Any applicant who is denied credit must be given an explanation of the reasons. An applicant can file suit in federal court if he/she feels credit has been denied on the basis of sex or marital status.
		A creditor, in determining eligibility for a credit account or a loan, must take into account income a woman receives from alimony and child support; however, the woman must show that the payments are likely to be received regularly.
		Creditors cannot terminate credit or impose new restrictions on consumers who become separated, divorced, or widowed.
Privacy Act	9-27-75	Individuals have right of access to information on file about them and can have inaccurate date corrected.
		Restricts use of Social Security numbers for identification purposes.
		Prohibits federal agencies from selling their mailing lists unless authorized by law.
Magnuson-Moss Warranty Act (Effective when the Federal Trade Commission issues regulations to implement the law.)	7-4-76	Informal dispute settlement mechanisms: • sets forth the duties of a warrantor who elects to incorporate such a mechanism in the terms of a warranty; • establishes minimum operational requirements for investigative procedures, time limits, record keeping, audit, confidentiality.

CONSUMER LEGISLATION: PASSED 1975-76

March 1, 1976

Law or Regulation	*Effective Date*	*Major Provisions*
	1-1-77	Disclosure of written warranty terms: • applies to written warranties on consumer products costing the consumer more than $15. Warrantor must disclose in simple language: • what is covered and, if necessary for clarity, what is excluded from the warranty; • what the warrantor will do in event of a defect, malfunction or failure to conform with the written warranty, including a statement of what items or services will be paid for or provided by the warrantor and, in some cases, what will not be; • a step-by-step explanation of what the purchaser should do to get the warranty honored.
	1-1-76	Pre-sale availability of written warranties: • sellers may use any one of four alternatives • displaying warranty text near product • keeping a binder containing warranties • displaying a package showing the warranty text • displaying a sign containing the warranty text.
Mail-Order Ruling by Federal Trade Commission	2-2-76	Buyers must be notified if mail-order seller cannot ship merchandise within the stated time (or, if no time is specified merchandise must be shipped within 90 days). Buyers have right to cancel orders if notified that delivery cannot be made within stated time. (If buyer doesn't respond to notice, seller can assume that delivery delay is acceptable.) If buyer cancels order because of notice of delayed shipment, seller must refund money within seven days for payments by check, cash, or money order. For a credit card purchase, the seller is allowed one billing cycle to credit the account. Excluded from the ruling are C.O.D. purchases, photo finishing, magazines after the initial order, some gardening products (seeds, plants, trees).
Social Security Act: Title 20	Signed by President 1-4-75 Effective when individual States activate it.	In regard to Social Security, there is to be: • confidentiality of information provided by applicants and recipients • appeals system for applicants and recipients regarding decisions made by State agency • no eligibility requirement based on length of State residency or U.S. citizenship • no discrimination on the grounds of race, color, or national origin. States can make significant changes in their social services programs regarding: • what services will be available • which people will be eligible to receive services • where and how services will be provided. (For more information order: *Social Services '75, A Citizen's Handbook* from U.S. Department of H.E.W., Social and Rehabilitation Service, Washington, D.C. 20201 or check with the Illinois Department of Public Aid in your loca county.)
Older Americans Amendment (H.R. 3922)	Signed by President 11-75	Three-year extension of the Older Americans Act (programs will continue through FY 1978 funded by nearly $1.1 billion). Title III (State and Community Programs on Aging). Four priority services names: Transportation, legal counseling, residential repair, in-home services. Title VII (nutrition projects). Secretary of Agriculture is required to donate surplus commodities. Level of assistance to be 15¢/meal in 1976 and 25¢/meal in fiscal 1977. Title III (employment). Prohibits discrimination for hiring on basis of age in programs/activities receiving federal funds. (For more information: *AHEA Action*, February 1976.)

Coming up in *Illinois Teacher*, Volume XX, 1976/77

☆ **Theme: Futurism and Home Economics** ☆

- Housing and Futurism
- Futurism: Food Patterns and Nutrition Education
- The Male Role in Home Economics
- Implementing Title IX
- Subject Content and Future Audiences

CONSUMER AND HOMEMAKING EDUCATION CAN *MEET STUDENT NEEDS*

Catherine A. Carter, M.S. and ***Betty Jo Hill, M.S.***
Both the authors are Consultants in Consumer and Homemaking Education, Illinois Office of Education, Division of Vocational and Technical Education, Springfield, Illinois.

Consumer and Homemaking Education in Illinois is definitely having an impact on secondary students. IBEXs' "Comparative Assessment of Secondary Consumer and Homemaking Education Programs" during Fiscal Year 1975 identified several factors that makes this program successful. This evaluation addressed itself to two major classes of questions: "(1) Is the program effective in communicating consumer knowledge and, if so, in what areas is the program strongest and in what areas is it weakest? and (2) Given that the program is successful, can certain program dimensions or instructional strategies be isolated that are related to program success?" The following data collection instruments were used to assess the consumer and homemaking program.

(1) Proposal Data Sheet—data obtained from contractual agreements including teachers' salaries, enrollment, budget, qualifying courses, and program objectives by cognitive level (Bloom's taxonomy).
(2) Student Data Sheet—information completed by student including part-time work history, amount of spending money, and future plans.
(3) Teacher Data Sheet—completed by the teacher indicating in-service and pre-service training, previous experience, number of years of teaching, input into development of contractual agreement, and instructional methods used.
(4) Illinois Test on Consumer Knowledge (ITOCK)—a group administered instrument designed to assess knowledge in 14 areas of consumer education.
(5) Self Observation Scale (SOS)—a direct self-report instrument (group administered) in which the student answers yes or no to a series of questions, measuring several factorially determined dimensions of a student's self-concept.

From the student data sheet

It was found that the consumer and homemaking student does not differ much from any other high school student. However, more than one-third of the consumer and homemaking students will enter the job market and have homes of their own soon after high school graduation.

Teacher data sheet

Information gathered dealt with two broad process domains (1) program characteristics including number of students enrolled, length of course, elective or non-elective, and number of units developed and implemented; and (2) relative importance of various instructional

This article is based on information reported by IBEX, Inc., Durham, North Carolina, a firm under contract with the Division of Vocational and Technical Education, Illinois Office of Education, Springfield, to evaluate Consumer and Homemaking programs operating in Fiscal 1975 in Illinois high schools.

approaches. The time spent in instruction and the quality of the units taught were predicators of student achievement. Listed below in rank order are the 22 instructional approaches used in the classroom teaching of consumer and homemaking:

1. Discussions
2. Textbooks
*3. Multi-media
4. Reference Books/Materials/Papers/Media
5. Audio-visual
6. Group Presentations
*7. Student Demonstrations
8. Observations
9. Panel Discussions
10. Individual Research
11. Bulletin Boards
12. Lecture Approach
*13. Resource Persons
14. Product Evaluation
*15. Team Teaching
*16. Debates
17. Games
18. Interview/Surveys
19. Puzzles
20. Role Playing
*21. Field Trips
22. Case Studies

From the above list, the six approaches marked with an asterisk were identified as contributing the most to student learning. The last four of the above-mentioned six approaches were found to be in the lowest 50% in terms of frequency of use. Therefore, consumer and homemaking students would learn more from an increased utilization of the six approaches with more emphasis on the use of the last four. In other words, students in consumer and homemaking learn more when they are *"acting,"* *"doing,"* *"creating,"* and *"discovering."*

ITOCK

Dr. Charlotte L. McCall,[1] Auburn University, in cooperation with IBEX staff, developed the Illinois Test of Consumer Knowledge (ITOCK). The purpose was to determine whether students enrolled in consumer and homemaking programs (experimental group) would score higher than students not enrolled (control group). Areas of consumer knowledge tested were: (1) *Consumer in the Marketplace*—degree of awareness in personal and public policy economics and rights and responsibilities of participants, (2) *Money Management*—using decision making in utilizing resources for goal attainment, (3) *Consumer Credit*—choice of credit best suited to individual needs, (4) *Housing*—needs, responsibilities, obligations, and options in purchasing housing, (5) *Food*—ability to evaluate needs in relationship to wants, (6) *Transportation*—focus on complexities in acquiring an automobile, (7) *Clothing*—good buymanship, (8) *Health Service*—sound judgment in purchase of products and services, (9) *Recreation*—use of discretionary time, (10) *Furnishings and Appliances*—skills in decision making relative to alternative choices, (11) *Savings and Investments*—role, importance, and implementation of savings and investments, (13) *Taxes*—nature and use of taxes, (14) *Consumer in Society*—impact of policy decisions in relationship to individual purchasing power, (15) *Dual Role*—applies to all areas. Students enrolled in the consumer and homemaking program did score significantly higher on all parts of the ITOCK. The areas with the highest scores were consumer credit, housing, consumer in the market place, money management, food and clothing. The lowest scores were shown on transportation, insurance, and furnishings and appliances.

SOS

So far, the results of the students' cognitive development have been presented. The affective development of students was measured through the Self-Observation Scale (SOS). The nine dimensions measured were:

1. self-acceptance
2. self-security
3. social confidence
4. social maturity
5. self-assertion
6. family affiliation
7. peer affiliation
8. teacher affiliation
9. school affiliation

[1]See C. McCall, "TOCK: Strengthening Consumer Education," *Illinois Teacher*, XVIII (2), 1974-5, pp. 66-71, for a presentation and discussion of the original instrument.

Results showed that (1) students' affective behavior manifests itself in scholastic achievement, (2) the more extra curricular activities a student is involved in, the higher the scores, (3) students not wanting to further their education were lower in self-assertion, family affiliation, social confidence, and school affiliation and (4) teachers correctly identified students who held low opinions of themselves.

In conclusion, consumer and homemaking education is definitely having an impact on students. Factors identified as making the program successful were:

1. students enrolled in the program that was a semester or more in length had higher subject matter scores,
2. certain instructional approaches used in the classroom contributed to student achievement, and
3. a student's self-concept is definitely influenced by activities in the classroom.

Contractual agreements are submitted by Local Educational Agencies located in economically depressed and/or high unemployment areas to the Division of Vocational and Technical Education for consumer and homemaking education programs approval and funding. These programs (1) encourage home economics to give greater consideration to social and cultural conditions and needs, (2) encourage preparation for professional leadership, (3) are designed to prepare youth and adults for the role of homemaker, or to contribute to the employability of such youth and adults in the dual role of homemaker and wage earner, (4) include consumer education as an integral part thereof, including promotion of nutrition knowledge and food use and the understanding of the economic aspects of food use and purchase, and (5) are designed for persons who have entered, or are preparing to enter, the world of work. A total of 128 Local Educational Agencies within these counties contracted for programs with 17,320 students enrolled.

Since consumer and homemaking education programs are a part of vocational education, consumer and homemaking students should be able to enter the world of work with more confidence and ability to cope with the new economic and social pressures. Therefore, consumer and homemaking teachers need to emphasize action-oriented student participation activities which would promote student learning and increase student interest in the consumer and homemaking area. ☆

SCHEME FOR CONSUMER EDUCATION

Mrs. Betty Wolfe is a home economics teacher at Bishop Carroll High School (Alberta), the only Canadian participant in a United States-based thirty school educational experiment. In this type of school organization, each student typically spends only nine hours per week in regular group meetings with teachers of specific subjects. The other three-quarters of the school week is planned by the student in consultation with a teacher counselor. The school is designed to minimize many of the pressures found in traditional school systems. Rather than compete for grades, students are generally involved in pursuing their own special projects at their own speeds.

The home economics program in this school includes all of the home economics courses offered by the Alberta Department of Education. Differentiated staffing (two instructional aides) permits Mrs. Wolfe to juggle her responsibilities as a facilitator and resource person for home economics students, yet function in her primary role as a teacher advisor to thirty-four advisees. She is responsible for monitoring the progress, career advice, and general adjustment to the individualized school program of her advisees. As a subject teacher, she regards the home economics department as a resource and service center for all the citizens in the school community—faculty, staff and students—and sometimes parents as well.

In the following article Mrs. Wolfe described her strategy for integrating consumer education into the educational program at Bishop Carroll High School. Included with the article are two samples of the 180 odd units that comprise the individualized program in home economics.

Betty Wolfe

If you share my goals for consumer education—you wish to help any student in your community to realize that, as a consumer, he is involved in a life-long game with rules, varying factors and decisions. He juggles risks, odds, returns and rewards in a constantly changing scene which challenges his imagination and curiosity. How can you make him aware of the fun of the game? You scheme! By four steps outlined, you can assume methods which work in our school, and can be adapted for yours. You wish a student of consumerism to be curious and responsive. These two traits are inherent in most adolescents. How can they be promoted?

USE HUMOR AND FUN TERMS

Try to be extremely sneaky about the use of terms like *consumerism* and *management.* They do not conjure up any image of education or fun. All of my students work from the written word (in the unit pack), and if any one thing detracts from the units' relevance to the students, it is lack of humor and the use of heavy, pedantic terms. Enjoy the fun of a pun. It doesn't matter if it seems zany. I am in the process of lightening my material (even adding cartoons and games). Unit III on the cotton garment is entitled THE COTTON FIBER—NATURALLY, a unit on fiber identification is called CAN YOU TOUCH AND TELL? Students will appreciate light humor and subtlety even if you realize it is not of Stephen Leacock level.

INTEGRATE COST STUDIES AND CONSUMERISM

If you are able, work cost studies into every student activity. If you can, extend the studies into general school purchases—at least concede to and learn from your mistakes. Keep records and be prepared to defend selections. For instance, in our school we have 75 school blazers, which are worn by teams, performers and school representatives. They fit 75 short-armed people with differing chest girths. Ninety percent of the girls' teams appear representing the school wearing male jackets with longer sleeves and a vented back which

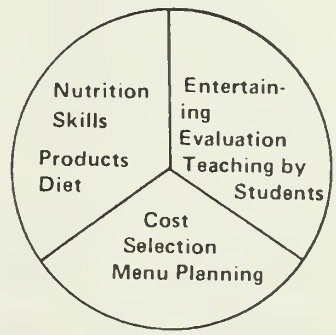
hangs more discreetly over their hips. We have agreed that next time we will check the standard measurements of the firm before we buy.

In our school we have large-group instruction, which is a motivational presentation to 250 students at a time. We repeat the 'show' twice more so that each interested student may experience what we have to say. You may not have this advantage built into your timetable, but assemblies and noon-hour productions are possible in traditional schools. The students are always involved whether or not they are home economics students. I use a great deal of ludicrous humor and ham-acting to present ideas on nutritional dollar value, hidden costs and shoplifting. I use radio, soap operas, and cartoons. Students will not listen to lectures on budgeting, decision-making, or austerity. The subjects mentioned imply maturity and adulthood, which students wish to defer—at least for the next six months.

In a seminar setting, I teach in the traditional sense to 15 students at a time. With a small group, I discuss line and design, play games, bring in speakers, and give demonstrations, but I must include the students. They frequently select the films or TV programs. Our foods demonstrations are open to anyone in the school on a Friday afternoon. We serve coffee and always taste the products, but unknown to the tasters, one half hour is interwoven with consumerism. We call it something altogether different.

In individualized units, I have a powerful lever to stimulate consumer activities, because, unless the students complete the activities to a standard or degree which I set in writing, they do not progress from Unit Pack A to Unit Pack B. Field trips and costing are then mandatory in every one of the ten courses that can be studied in home economics. For the most part, students enjoy the experiences *after* they have gone to the trouble of planning and recording a trip into the community. Sometimes field trips are optional, but costing is never students' choice: If the unit says it is required, the unit is incomplete unless costs are included.

In Food Science, my emphasis is equivalent as shown in the diagram. I realize that outsiders see me as a person who might think products and nutrition call for pre-eminence, but they are built into the course. I do not need to accept any food order for a nutritionally poor or inadequate meal. This is carefully explained when a student's inadequate plans are not accepted. As far as the products are concerned, I expect success. No student wishes to entertain his/her friends or the staff members by serving inferior fare.



In individualized clothing units the students are entreated to pursue all the facts regarding garments or fabrics until both the clerks and the students are better informed. It is suggested that after they tell the store of their purpose—the investigators retire to a dressing room and analyze and examine in detail the innards of a tailored winter coat. Comparisons are made until the student's own tailoring goals are confirmed. Work studies in related businesses in the community foster insight into problems on the other side of the consumer fence.

Modern Living units ask that the students investigate rental and housing costs. They find out welfare budgets and try to juggle food and family costs. They know more than I do about the requirements of social agencies, and they find it amusing to teach me.

ENCOURAGE STUDENT RESEARCH AND INFORMATION SESSIONS

If students are guided to relevant resources rather than customary texts, their awareness of reasons for studying a concept can grow. Current papers and periodicals are more interesting than traditional materials because they are written in layman's language about the 'here and now.' Weekly I collect materials, especially 'free junk,' and place them in fat files on every subject in home economics: *food science*, *clothing and textiles*, *the family and human development*, and *management*. Students learn the material featured by using the information found in the files to teach others: an elementary class in nutrition, their peers on the useless dollars spent on garbage foods, or the school staff in a window display revealing hidden costs. Eventually I hope the off-beat materials will help each student know that value in nutrition, clothing and shelter dollars is a prime concern for each world consumer, and a double responsibility for those who know what to do with the products and how to diminish their waste.

TEACH A STUDENT HOW TO EVALUATE GOODS, SERVICES AND COURTESIES, AND COMMUNICATE DIRECTLY

Who really wants to teach Complaints 25? It only demeans an individual to become a chronic griper, to be always alert for shoddy goods, poor service, and discourtesies. Our students can expect that in most of their adult transactions, they will respect the business institutions with which they deal. Encourage them to communicate directly with the end man and praise integrity by saying 'Your firm is good because . . .' or condemn with 'I do not wish to deal here anymore because 1 . . . 2 . . . 3 . . . have occurred recently, and I do not believe I am getting goods/service/or courtesy value for my money.' Consumers should always try direct communication first before they meander through all the buffer services government and consumer agencies offer. Teach them to be curious, then respond directly.

I believe that consumerism is a unifying force in home economics. It can be used to tie each isolated concept to another. I believe it must be part of everything students do. It need not be blatant or obvious. *Austerity*, *frugality*, *make-over*, and *make-do* are not welcome terms, but we will have to live with them as part of our vocabulary. The fun of doing without will be the scheming that we have to undergo in order for our students to enjoy consumer education.

SAMPLE UNIT AT GRADE 12 STANDARD

Clothing 30

Unit Pack B

The London Look

(A tailored Garment)

Unit 1

'Ye Olde Shoppe Shopper'

CONCEPT — Nature of Clothing and Textiles

SUB-CONCEPT — Knowledge of the differences in available tailored garments helps the tailoring student to set standards for his own garment assignment.

BEHAVIORAL OBJECTIVES — The student will *compare* the features of different tailored garments: rack items, skilfully tailored ready-made wear, and custom retail local shops. The student will *analyze* and *conclude* the standards he desires in his own tailored garment assignment.

REFERENCES — Patricia Perry, Editor, *Vogue Sewing Book of Fittings, Adjustments and Alterations*, pp. 79-78, Butterick Plant, Altoona, P.A. 1972.
Patricia Perry, Editor, *The Vogue Sewing Book*, Butterick Plant, Altoona, P.A. 1970
Allyn Bane, *Tailoring*, pp. 1-26, McGraw Hill, Toronto, 1968.
Fashion Catologues in the lab. (Current Issues.)

INSTRUCTIONS — Prepare for the field trip before the appointed day. Use the field trip permission sheet and "Planning a Field Trip?" to make your plans. Discuss suitable shops with the teacher. Take the unit with you and record all your observations.

LEARNING ACTIVITIES — 1. *Read* the background material: Tailoring by Allyn Bane, pp. 1-12, the Vogue Sewing Book, pp. 336-337 and *The Vogue Sewing Book of Fittings*, pp. 79-98.

Scan the pages 337-358 section in the *Vogue Book of Sewing.*
Discuss the current catalogues with the teacher regarding suitable garments for teachers.

2. *Select* some tailored garments from the current catalogues and *shop* for similar garments in retail stores. *Consider* a coat, jacket, suit, or tailored costume, which may be found in several shops but which may vary in workmanship, e.g., a brown camel hair jacket. *Record* your findings on the analysis sheets. *Follow* accepted field trip procedure.

3. In 3 different fabrics shops *survey* available wool fabrics in 20 different colors, textures, and weaves.
Record: trade names, fiber content, width, price, color, weave, and types of suitable garments. *Use* swatches in your survey if the store is agreeable.
Do *not* press the clerk for samples.

EVALUATION — In discussion with the teacher. (Analysis, Survey and Conclusions to be marked with the teacher.)

POST TEST — *Analyze* your worksheets and *summarize* your findings in 5-10 short sentences. *Conclude* what you would like your own standards to be in your 'London Look' garment, and *discuss* them with the teacher.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

QUEST — Do A. or B.
A. *Write* a feature fashion article of 200-300 words describing in detail the most attractive ensemble which you discovered in a specialty shop.
B. *Sketch* 3 tailored garments in vogue today. *Suggest* suitable fabrics which you might choose for them.
Augment the sketches with a suitable caption or short commentary using fashion adjectives for vivid descriptions. The entire submission should spark the viewer's imagination.

Revised January, 1976 — Betty Wolfe

SHOPPING GUIDE NAME: ____________

COMPARISON SHEET ADVISOR: ____________

GARMENT CHOSEN: ____________

STORE SELECTED: ____________

TYPE OF STORE: ____________
(Chain, Specialty, Boutique, etc.)

CHECK:

☐ TAILORED GARMENT

☐ RACK ITEM

COST: ____________

FABRIC: ____________

TEXTURE: ____________

DRAPE: ____________

THREAD: ____________

INTERLINING: ____________

COLLAR SMOOTHNESS: ____________

ROLL: ____________

BUTTONHOLES: ____________

NOTIONS & BUTTONS USED: ____________

POCKETS: ____________

SHOULDERS (PADDING?): ____________

LINING: FIBER (WEAVE & FIBER) ____________

FASHION ____________

INSERTION ____________

HEMS: ____________

WINDPROOF: ____________

WEATHER LINING: ____________

OVERALL FASHION: ____________

TAILORED LOOK: ____________

FEEL OF GARMENT: ____________

SAMPLE UNIT AT GRADE 10 STANDARD

Food Science 10
Unit Pack E
Experimental Foods
Unit VI

"The Outsiders"

INTRODUCTION: In unit pack E, you have experimented with 4 food groups and prepared your selection from the optional unit (unit V). 'The Outsiders' unit should be 'duck soup' for an experienced student like you, but because you are now comfortable with meal preparation, you should enjoy it! Your menu selection likely will be ambitious. Organize yourself very well in the ways you have learned. You will be satisfied when your guests confirm that you have served a splendid meal.

CONCEPT The nature of food.

SUB-CONCEPT A wise choice of pastry enhances the menu and conveys to your guest your pleasure in sharing the meal with him. Nutritionally, however, it increases the fat level and the caloric value.

REFERENCES Dorothy Shank, Natalie Fitch, Pauline Chapman, Mary Suzanne Sickler, *Guide to Modern Meals*, McGraw-Hill, Toronto, 1970. (Canadian edition) Chapters 18 and 27.
Favorite Recipes of Home Economics Teachers. *Pies and Pastries*, Favorite Recipes Press, Montgomery, Alabama, 1972.
Alternate recipe books in the laboratory.
The files.

BEHAVIORAL OBJECTIVES The student *will prepare* and *serve* to outside guests, a balanced meal which exhibits and applies the knowledge he has gained in every unit in unit pack E: i.e., carbohydrates, meats, dairy products, fruits and vegetables, pastry and his option.
The student *will plan, order, prepare, serve* and *cost* the meal. Using the questionnaire and analysis sheet, the student *will give* an oral report on his evaluation of the cost of the meal in terms of cost.

LEARNING ACTIVITIES

1. *Read* background material in fats and pastry, Guide to Modern Meals, Chapters 18 and 27.

2. In 10 brief sentences *comment* on each of the following:
   a) the nutritional value of fats and pastries
   b) problems which could be encountered by a consumer of fats and pastries.

Revised December, 1975

Betty Wolfe
Bishop Carroll High

3. *Experiment* with pastry. *Score* and *compare* 3 different pastry methods. (Fillings will be supplied for 3 pastry methods—2 crusts for each type of pie. *Save* a pastry square from each dough lot for testing—4 X 4 inches. *Weigh* the score card yourself. *Cost* the pies for sale.

	Cold Water Pastry	*Hot Water Pastry*	*Alternate Type*
Golden brown Color			
Surface Texture			
Flaky Interior			
Degree of Tenderness			
Pleasing Flavor			
/100	/100	/100	/100
Total Cost of Pies			
Type of Filling			

State your conclusions in 3 sentences or less concerning your own preferences in pastry.

____

____

____

4. *Select* 2 approved guests from outside the school.
   Invite them with an informal written invitation for a date within one week.

Names	Relationship	T.A. Signature

EVALUATION

Student and Teacher evaluation of pastry—discussion on score findings.
Student and Teacher—discussion of evaluation sheet scores
—discussion of question in the post test.

POST TEST

1. *Plan* a dinner menu to include: carbohydrates, protein, dairy products, fruit, and vegetables, pastry (could be served as an appetizer, a main course dessert or accompanying bread)—and the optional food you investigated in Unit V.

____

____

____

____

Teacher Approval

2. *Order* amount to serve 4 people only!
3. *Check* the order with the groceries when they arrive.
4. *Prepare* the meal on time according to a planned time grid.
5. *Serve* the meal in the most gracious manner possible in order for guests to feel comfortable and welcome. (Unit B IV.)
6. *Clean* the kitchen and dining area *completely.*

____________________ ____________________

Student I. Aide

7. *Complete* a mini lab duty. (10 minutes)
8. *Cost* the meal and *calculate* the hours of work involved at a cost of $5.00 per hour for the labors of two people, *cost* the total meal with labor included. *Arrive* at the per person cost for the meal. *Submit* the cost sheets with the unit.

Total cost of Ingredients and Labor __________

Per person cost of the meal __________

9. *Discuss* with the teacher the food dollar value of a home served meal compared to a restaurant meal.
   In your discussion *consider* each of the following points: realistic labor costs, menu selection, average costs, overhead, decor, location, replacement and maintenance, advertising, employee benefits.

____________________ ____________________

Student Teacher

QUEST

On a grid, *analyze* and *compare* 3 different pastries from 3 cultures, as to their ingredients, proportions, and handling techniques, e.g., Danish pastries, German, English 'pastie' pastry, French, Italian, and novelty North American pastry.

Type of Pastry	Ingredients	Proportions	Handling Techniques

You are a consumer of instructional media and materials

Ruth D. Harris, Ed.D.
Program Leader,
Home Economics Education,
Virginia Polytechnic Institute
and State University, and
David M. Moore, Ph.D.
Assistant Professor in
Instructional Technology,
Virginia Polytechnic Institute
and State University,
Blacksburg, Virginia

Most teachers are aware of the teaching advantages offered by the media. It is enlightening to be aware of the many sources of media available to teachers, but awareness is not enough. Many teachers when thinking about the general area of media visualize expensive or even exotic machines or combinations of equipment.

EXPENSIVE MEDIA IS NOT ESSENTIAL

Although some school systems have provided funds to secure adequate supplies of media software and hardware, it sometimes is the exception rather than the rule. With the "squeeze on money" by the federal government and the condition of the economy today it looks as though this will be the trend in the future.

What can the home economics teacher do when she finds herself in this dilemma? One way of solving the problem would be to locate the necessary funds and purchase ready prepared manufactured media (materials and/or equipment). This may not be possible, and may not be the most effective media to use in the classroom. Commercial materials do not always meet classroom objectives. When a teacher uses commercially produced materials, she is in a sense allowing an outsider to teach her lesson. If the commercial materials have the content the teacher needs it may be satisfactory; however, if the teacher must twist her lesson to meet the goals of the commercial materials, it probably will not be satisfactory. Teachers may end up spending funds on expensive transparencies or other software only to leave it on the shelf unused, and therefore making it virtually useless to the students in the classroom.

The best materials for students may be common ones which are inexpensive, familiar, and easily available to the teacher. Many teachers assume that unless materials are expensive, flashy, and manufactured, students cannot learn. This reasoning leads to a conception of educational "innovation" as involving huge sums of money for educational media. Expensive materials are not necessarily the key to student's learning. They often better serve teachers' and parents' needs rather than students' needs. In addition manufactured items used in schools may be used by teachers or by students, usually under strict conditions laid down by the teacher, who fear their loss or damage. Inexpensive and locally made materials have several advantages:

1. They are usually geared to the teacher's specific objectives and student needs.
2. They usually can be made in a short time requiring little cost.
3. Although effort is involved they can be altered and revised with minor effort and experience.
4. They can be designed for use with hardware presently available and, of course, they do cost less than similar commercially produced media.

The following is a real life case study in which a teacher improved her instruction with limited resources and expense.

A CASE STUDY

The scene in Ms. Johnson's classroom during a unit of study was that of students seated around tables, reading textbooks after they have been instructed by her to turn to a specific page in a selected chapter. It seemed that the only activity planned for the students was that of turning pages in the text. Activity of the teacher appeared to be focused upon "patrolling the area" while trying to reinforce a policy of silence in the classroom. Wasted energy seemed evident both on the part of the teacher in "standing guard" and on the part of the students in focusing their attention on creating ways and means of breaking the rules. Ms. Johnson realized that this was not the most effective teaching method and began to seek ways of improving her instruction techniques. She decided to work toward becoming a more

effective facilitator of learning in the classroom. One means of improving her classroom instruction involved the use of a variety of instructional media. She realized that the classroom text was only one resource and that through her own creativity many others could be made available. Materials and equipment were selected and placed to encourage students to take responsibility in their use and development. Creativity and divergent thinking were used by the teacher and the students developing and presenting media in the classroom.

Newspapers and Magazines. Information was collected from newspapers and magazines to be utilized in learning activities within consumer education, clothing, foods, and other units of instruction. From newspapers or magazines, Ms. Johnson and her students collected cartoons, pictures, articles, case studies, and advertisements related to their particular learning activity. Many of the students had access to these in their homes. Ms. Johnson provided magazines and newspapers for those to whom they were not easily accessible. Her efforts in locating educational materials were multiplied by student participation in the search. Innovative ideas to utilize in the classroom were obtained from *Forecast in Home Economics* and *Coed Magazine.* These were used in bulletin boards and lesson plans within foods, consumer education and clothing units.

Tape Recordings. Ms. Johnson had located and used several cassette tape recorders in the classroom. Several of her students owned tape recorders and brought them for classroom use. Others were obtained from the resource center. Tape recordings were used in making interviews with resource people on topics relating to concepts to be taught in family living, housing, foods, child development, clothing, cultural development, and individual development units. A group of students developed a tape recording to be used with a series of slides. Ms. Johnson found numerous ways of using tape recordings in the classroom, e.g., comparing commercial claims on the radio.

Videotapes. Videotapes were used in a housing unit to illustrate floor plans, insulating materials, construction, and landscaping. She recorded clothing and foods demonstrations for use in the classroom. Dramatizations in family living and child development were next on the list to be videotaped for critique and discussion purposes. Some tapes will be stored for use with future classes, and others will be erased for reuse. In consideration of the energy crisis, travel has been curtailed by using videotapes in lieu of field trips. Her students have acquired a wider range of exposure to topics of study in a limited amount of time.

Transparencies. Ms. Johnson believes that the creative talents of students are often overlooked when they are not involved in media search and development. Cooperative plans were made by Ms. Johnson and her students for learning activities. Some students developed a series of transparencies to be used in almost every area of home economics. Transparencies were developed through guidance and encouragement on the part of Ms. Johnson. The assignments were related to the particular unit which the student was studying. Lettering devices, primary typewriter or hand lettering were used in making the masters for the transparencies. Several of the students with sketching and drawing ability did an excellent job with an illustrated series which Ms. Johnson uses in a home furnishings unit. These transparencies like the videotape will be stored for future use.

Displays. Bulletin boards, flannel boards, mobiles, flipcharts, folding screens and chalkboards were used by Ms. Johnson in attracting attention, teaching and testing, in order to increase student involvement. Students participating in the learning activity, as well as others in the class, quickly learned from these displays. Students were given guidance in planning and displaying information which communicated clearly and concisely. Media in this manner were relatively inexpensive as well as artistic and colorful. Free standing forms were developed to be used in the clothing class to drape fabrics upon, and a series of posters were developed in order to illustrate line and design in clothing. Posters, pictures, and flip charts were developed and used by students. An accordion fold-out was made by arranging the information on several poster boards and taping these boards together for a desk top display.

Photographs or Slides and Cassette Tapes. Slides were a valuable means of illustrating concepts in housing, clothing, foods, family living and other areas of homemaking. They illustrated steps and procedures in processes of food preparation, clothing construction and home management. Contrasts were made between nutritious and non-nutritious meals and the effects of each were illustrated. Methods to use in comparing prices and getting the best buy were developed into a series of slides for a learning activity in consumer education. Ms. Johnson learned that one advantage in using home produced slides over manufactured slides was that of localizing the media and adding a personal touch of photographing consumer

goods in the local stores. Personnel working in the stores were included. The tape recorder was used in recording an interview with one student's father who is a sales person in the furniture store. He was more than willing to help by offering advice on getting the best furniture buy and giving other information needed to complete the learning activities in the home furnishings unit. Slides and photographs were used to illustrate meal planning techniques and meal preparation methods utilizing nutritious but low-cost meatless meals. Steps in applying for a loan, making a budget, and opening a savings account were made into a slide series. Slides were used in learning activities centered around home management, child care, cultural development, and individual development. Their uses were many in number and diverse in nature. Ms. Johnson discovered that students' inexpensive cameras will accept slide film; even some of the new "pocket" ones. They were relatively inexpensive in comparison to manufactured slides, photographs, or filmstrips. Their limitation in terms of usage were directly related to Ms. Johnson's and her students' creativity in planning and producing the learning activity. Photographs were used in display boards to stimulate discussions. Buzz groups, panels, creative brainstorming and other discussion techniques followed a presentation of the information developed in the learning activity.

Simulations and games. Ms. Johnson and her students were creative and resourceful in developing simulations and games as well as the supporting materials to be used with games. Simulation activities were centered around concepts to be learned in a foods unit. The students were very creative and came up with more ideas than she had imagined that they could. The games were simple so that directions were easily understood. After the games had been constructed, students taught their peers how to use them.

Obviously, Ms. Johnson did not do the above in a matter of days or weeks; what she did was over a much longer period of time. Her actions were condensed to show the ways she used inexpensive media to help solve what she considered a problem with her teaching.

Summary. The source of inexpensive materials is limited only by the teacher's imagination. Many teachers such as Ms. Johnson have to rely on these types of materials as the only instructional materials in their classrooms. The above are some suggestions of areas where the teacher-made or student-made product can be used. While commercially produced materials are numerous in number and can be effective on occasions, inexpensive teacher-produced material may be the most effective for classroom use. ☆

A LESSON FROM THE MEDIA:
Using Television for Consumer Education

Sharon King
Reporter, WBZ-TV (Boston)
and
Royston Lawson
Assistant Editor
Illinois Teacher

Sharon King has been a consumer reporter for WBZ-TV (Boston) since February, 1972. Her reports on news of consumer interest air week nights on *Eyewitness News* at 6:00 p.m. Since June 1975, she has hosted *Woman '75*, WBZ-TV's informative magazine program for women.

As many schools now have access to television production and recording facilities, teachers may wish to take advantage of the potential of this medium for consumer education. Two scripts, actually used by Ms. King in her consumer reports, are included in the following pages. Initially, students could be involved in the production of two brief presentations using these scripts. Interested students could then be encouraged to conduct their own investigations, and subsequently make reports through a closed-circuit television medium.

The "behind the scenes" story of the production of such programs is best told by Ms. King herself:

"Every day at WBZ-TV is packed with different, interesting, question-raising, hectic learning experiences. Basically, my morning is filled pretty much with briefings, meetings, and reading for the *Woman '75* program that I host from 12:30 to 1:30 p.m. daily, Monday through Friday. Along with this, my assistant and I review letters we've gotten, calls from consumers, articles and advertisements in newspapers, and any other news releases or stories concerning consumers and we decide upon the news story for that evening.

"After the program, we discuss what research has been done to get every side of the story, and set out to finish up and complete the research for the six o'clock news. Such research would primarily consist of calling the company who manufactures a product in question, or the advertising agency that puts out the advertisements in question, or the government agency that has issued a certain regulation. We seek the 'other side'—their opinion and reaction.

"Part of the afternoon would be spent on location filming and/or interviewing for the visual aspect of our reports. The latter part would be spent gathering together all the information and finally writing up the script. I have to be prepared to go on the air about three-quarters of the way through the news.

"My day is usually close to eleven hours long—from 8:30 a.m. to 7:00 p.m. Woven in and out of the actual schedule described above, there are many telephone calls from consumers with questions, problems, ideas, criticisms. There are cameras to arrange and interviews to set up. Stories build up from day to day; so much so that there is never enough time to cover everything we would like to.

"Our theory in consumer reporting is essentially to help consumers to help themselves. People often ask us what is the best this or the best that, or what kind of oven should they buy, and there are really no answers. We try to point out factors, variables, questions to ask for the consumer to find out for himself what is best for his own needs. We do not profess to have all the answers, but we do try to ask the questions."

6PM/OCTOBER 1/75/ SCOTT TOWEL TEST
S.KING/CONSUMER/ P.1

LIVE S.KING KEY KING	IT'S NOT MOHAMMED ALI IN THE PAPER TOWEL RING — IT'S AUNT BLUE BELL. WE DECIDED TO CHECK OUT THOSE COMMERCIALS WHERE SHE IS STALKING THE SUPERMARKET TALKING CUSTOMERS INTO BUYING SCOTT PAPER TOWELS — BECAUSE, AS SHE POINTS OUT ON THE SCALE — THEY'RE TWENTY PERCENT HEAVIER THAN THE COMPETITION.
KING V/O SIL :00 TO :57 @:02 MASS. STDS. LAB	SO, OVER TO THE STATE STANDARDS LABORATORY WE TRAIPSED THIS AFTERNOON WITH SEVERAL BAGS FULL OF TOWELS TO WEIGH. WE TOOK TWO SAMPLES OF EACH BRAND TO SEE HOW CONSISTENTLY THEY'RE MANUFACTURED. THEN, WE WEIGHED THEM AGAINST THE SCOTT TOWELS TO SEE HOW THEY MEASURED UP. ONCE WE HAD DONE THAT, WE ALSO REMOVED THE CORES AND WEIGHED THEM TOO — JUST TO MAKE SURE THE PAPER WAS THE PRINCIPAL FACTOR IN THE PACKAGE WEIGHT. WE CAME UP WITH SOME INTERESTING RESULTS:
@CORES DON'T COUNT	IN THE FIRST PLACE, THE CORES DIDN'T MAKE ANY DIFFERENCE — THEY ALL WEIGHED WITHIN A FRACTION OF AN OUNCE OF EACH OTHER.
TOPCO & TOP CREST...	IN THE SECOND PLACE, THE TOWEL BRANDS WEREN'T NECESSARILY CONSISTENT — BOTH SAMPLES OF THE MAIN THREE BRANDS WEIGHED ALIKE, BUT THE TOPCO AND TOP CREST VARIED ABOUT AN OUNCE.
@WEIGHT RATES	FINALLY, WE DID FIND THAT ALL THE OTHER TOWELS WERE LIGHTER THAN THE SCOTT TOWELS. SCOTT WEIGHED IN THREE-QUARTERS OF A POUND HEAVIER THAN THE TERI TOWELS — ACTUALLY 37% HEAVIER THAN THE BOUNTY (APPARENTLY THAT'S BRAND X IN THE COMMERCIAL). ANYWAY — IT WAS NO CONTEST — SCOTT IS ABSOLUTELY HEAVIEST.
LIVE S.KING	HOWEVER, THAT'S NOT THE WHOLE STORY. THE ADS POINT OUT SCOTT IS THE HEAVIEST, BUT THEY FAIL TO MENTION

MORE LIVE S.KING KING/10-1-75/P. 2	WHY IT MAKES ANY DIFFERENCE. SO THEY'RE HEAVIER. SO WHAT? THE COMPANY EXPLAINS THAT THE HEAVIER THE TOWEL, THE MORE FIBER, AND THE MORE FIBER, THE MORE MOISTURE THE TOWEL CAN ABSORB. TOWELS ARE DESIGNED TO ABSORB 3-7 TIMES THEIR OWN WEIGHT. SO, DOES IT FOLLOW THAT HEAVIER SCOTT IS MORE ABSORBANT? WELL, NOT EXACTLY. IN FACT, ACCORDING TO INDUSTRY FIGURES, SCOTT MAY WEIGH MORE — BUT, LIGHTER-WEIGHT BOUNTY, IN TESTS, ABSORBS ALMOST AS MUCH — IF NOT MORE — APPARENTLY SOMETHING TO DO WITH THE WAY IT'S "WOVEN" — HOWEVER, THE WEAVE THAT MAKES THE BOUNTY SO ABSORBENT ALSO MAKES IT SOFTER — AND WEAKER... THE SCOTT TOWELS ARE STRONGER. SO — THEY HAVE GOOD POINTS AND BAD POINTS — WHAT'S THE BEST TOWEL? THERE ARE LOTS OF THINGS TO TAKE INTO ACCOUNT: STRENGTH, SOFTNESS, WEIGHT, NUMBER OF SQUARE FEET AND SHEETS — COLOR AND DESIGN. WHAT'S THE FINAL DECISION? IN PAPER TOWELS, THERE'S NOTHING SO CLEAR AS A KNOCK-OUT — IT'S A JUDGE'S DECREE, AND WE EACH HAVE TO WEIGH THE MERITS OF EACH TOWEL.

6PM/10-8-75/P.1 KING/CONSUMER/POPCORN AT THE MOVIES	
LIVE S.KING KEY KING	I REMEMBER THE OLD DAYS WHEN YOU GOT A BOXFUL FOR TEN OR FIFTEEN CENTS — THAT'S HARDLY THE CASE THESE DAYS — POPCORN'S UP THERE IN THE — 50¢ RANGE — AND — WHAT YOU'RE GETTING FOR THE PRICE CAN VARY...
KING V/O SILENT :00 TO	ORIGINALLY, THEATERS POPPED THEIR OWN CORN AND SPRUCED IT UP WITH REAL MELTED BUTTER. THESE DAYS, MOST THEATERS BUY THEIR CORN PRE-POPPED — AT THE THEATER IT'S MERELY KEPT IN A WARMER UNTIL IT'S SOLD. THE BUTTER IS APPLIED SEPARATELY — AND THAT'S WHERE THERE SEEMS TO BE THE BIGGEST VARIATION. SOME THEATERS LIKE THE ALLSTON CINEMA STILL USE REAL CHUNKS OF PLAIN, CREAMERY BUTTER — MELTED DOWN AND SQUIRTED ON THE POPCORN. BUT, HOUSEHOLD BUTTER HAS DRAWBACKS — IT HAS TO BE REFRIGERATED, THE FOAM OF CURDS CAN GUM UP THE MELTING MACHINE. IT DOESN'T HOLD UP WHEN REPEATEDLY HEATED, AND COOLED — AND EASILY TENDS TO GO RANCID.
@ CONCENTRATED BUTTER OIL	TO ELIMINATE SOME OF THE PROBLEMS, MANY LOCAL THEATERS USE CONCENTRATED BUTTER OIL — PLAIN BUTTER WHICH HAS MUCH OF THE WATER EVAPORATED OUT... SO THAT IT'S MORE PURELY BUTTERFAT. THE CONCENTRATED BUTTER OIL KEEPS BETTER, BUT TENDS TO COST HALF AGAIN AS MUCH AS REAL, PLAIN BUTTER — SO SOME THEATERS HAVE TAKEN TO USING A CHEAPER ARTIFICIAL SUBSTITUTE. THE BUTTER SIGNS HAVE BEEN TAPED OVER AT SOME LOCAL SACK THEATERS. INSTEAD OF USING REAL BUTTER, THAT CHAIN USES A KRAFT PRODUCT CALLED ARTIFICIAL BUTTER FLAVOR POPCORN OIL.—
@ ARTIFICIAL BUTTER	THERE'S NO REAL BUTTER AT ALL IN THIS CONCOCTION — INSTEAD, IT'S BASICALLY SOYBEAN OIL WITH PRESERVATIVES, AN ANTI-FOAMING AGENT, AND ARTIFICIAL COLOR AND FLAVOR ADDED.

KING/10-8-75/P.2 MORE V/O	THE SOYBEAN BUTTER HAS A LOWER CHOLESTEROL COUNT THAN REAL BUTTER — ALTHOUGH THE CALORIES AND FAT CONTENT ARE IN THE ORDER OF TWENTY PERCENT HIGHER. ENDS..."NAME OF THE PRODUCT"
LIVE S.KING	ACCORDING TO KRAFT, ABOUT HALF THE MOVIE THEATERS IN THE COUNTRY ARE NOW ACCEPTING THIS BUTTER OIL PRODUCT. IT'S PERFECTLY SAFE TO EAT — VERY SIMILAR TO SALAD OIL — BUT, IF YOU PREFER NOT TO EAT IT ON YOUR POPCORN, YOU MIGHT WANT TO ASK AT THE COUNTER BEFORE YOU PAY FOR YOUR BUTTERED POPCORN.

POST SCRIPT TO AFFLUENCE:
The Challenge to Educators

Desmond A. Jolly, Ph.D.
Extension Consumer Economist and Lecturer, Department of Agricultural Education, University of California, Davis

It is becoming increasingly apparent that optimistic forecasts of continued economic growth can no longer enjoy the credibility established by performance over the last few decades. Potential qualitative and quantitative changes are likely to be experienced by the world in general and the United States in particular. In the next few decades growth will be constrained by factors including an increasing scarcity of natural resources, negative side effects of industrialization, a decrease in the growth of labor productivity, and perhaps most importantly, the increasing cost of fossil fuels.

From an expectant situation of growth, we are likely to face a protracted period of slow growth, no growth and negative growth—in other words a steady-state economy. What will be the repercussions for individuals, families and the larger society in coping with relative scarcity after a period of prolonged growth?

THE IMPACT OF INCREASING SCARCITY ON THE PSYCHE

In assessing the potential and actual impact of scarcity on individuals, we need to analyze the structure of human needs and infer from theory as well as experience how scarcity may affect their satisfaction. In this regard, Maslow's models of human motivation can provide a useful analytical framework. Basically, Maslow conceives a fairly general and universal structure to human motivation; that is, all human beings have the same pattern of needs although the manner in which those needs are satisfied will vary from culture to culture. Maslow arranges human needs in a hierarchical pattern, with the physiological needs being primary, with safety, belongingness, self-esteem and self-actualization following in that order. Human need gratification depends not only on psychological and social factors but also on the experiences of people in economic life. The transition to a steady-state economy is manifested in two basic ways—a steady but significant rise in the cost of living and increasing levels of unemployment. *A priori* we would expect the newly unemployed to experience profound feelings of rejection, uselessness and impotence. While the long-term unemployed face a complete disintegration of the ego, even the securely employed will experience sharp increases in the cost of living and concomitant restrictions of consumption, posing serious psychological problems.

The rate of inflation affects the level of coherence. For example, when inflation proceeds at an annual rate of say 3-4 percent for an extended period of time, people come to understand and expect this gradual increase in prices. A kind of psychological normalization takes place. A sharp, sudden break with historical trends plunges the community into shock. It is difficult to understand and normalize price increases of 100, 200 and 300 percent on several commodities or a general price level increase of 10-15 percent per annum. Demand-related unemployment is serious, in particular if the economy has been growing steadily for a decade or more. Peoples' life styles and expectations become oriented to a given level of earnings. The types of housing, automobile, food, clothing, and recreational pursuits one chooses are predicated on the expected continuance of a given level of earnings. Recession-related unemployment not only jeopardizes this life style but calls into question our roles in the society and thus goes to the very roots of our self-concept. Again the reaction will be a combination of shock, anger, disappointment, fear, aggression, and ultimately, for some, resignation.

An economy which goes through regular cycles of economic activity will generate a different set of expectations from an economy which has experienced a decade of sustained economic growth. Moreover, it is highly likely that experts will begin to extrapolate on the basis of recent history—say the last ten years—and predict continued and sustained economic growth. It is not difficult to understand why people soon develop grandiose expectations of attainable life styles. Children expect to live better than their parents, and adults come to expect an ever increasing standard of living—a normal progression from a

used car to a new car, to a new car every three years. Whole new consumption packages are invented and offered to people. And in a growth economy, these consumption packages are attained by a sufficient number of people to give credibility to this fantasy. It doesn't take long for "two cars in the garage of a ranch style suburban home and a Honolulu vacation every few years" to become not just a dream but a virtual "birthright." So we have raised at least one generation, perhaps two, who have very expensive definitions of the good life. And they have come to identify these life styles with happiness. Hence, Jefferson's "life, liberty and the pursuit of happiness" has taken on a modern connotation which could more correctly be interpreted as life, liberty and the achievement of a very high level of living. Recession and depression-related unemployment will prevent millions of persons, young, middle-aged and senior, from the achievement of this birthright. One can easily visualize that it will make them not only uncomfortable, but very unhappy.

Were we simply experiencing a brief adjustment period of structural change, it could be expected that the collective psyche would absorb the shock. But sophisticated analysts and experts alike are beginning to realize that we are entering a new age. Label it *The End of Affluence* if you will. That is the message delivered by reality, could we interpret the stimuli correctly. It is quite plausible that reality has been subtly intruding upon our individual and collective consciousness for at least a decade or more with hints for the need to reassess our assumptions about the way we should live and, in particular, about how we organize the production and distribution of goods and services. I will try to enumerate certain paradigms which, when subjected to close scrutiny, are found wanting.

Axiom No. 1. Economic growth equals happiness.

When a people live at or near subsistence, any increase in the production and consumption of goods and services necessary to the health and physical well being of the population is axiomatically positive. When a society not only produces necessities but a large amount of junk of nebulous usefulness as well, growth in the Gross National Product becomes more and more meaningless. Conventional wisdom maintains that in a consumer-oriented society, production patterns are the results of an aggregation of consumer priorities. Andrew Hacker, in *The End of the American Era,* begs to differ, stating that,

> . . . in actual fact we *do* buy much or even most of what the large corporations put on the shelves or in the showrooms for us.
>
> Companies are not unsophisticated, and they have a fair idea of what the consumer will be willing to purchase. But the general rule, with fewer exceptions than we would like to think, is that if they make it, we will buy it. Thus, we air-condition our bedrooms, watch color television in our living rooms, brush our teeth electrically in the bathroom, and cook at eye level in the kitchen. It is time for frankness on this score: The American consumer is not notable for imagination and does not know what he wants.[1]

If the consumer can be persuaded to purchase practically anything, then the pattern of production as evidenced in the Gross National Product may not be the best way of allocating society's scarce resources.

Axiom No. 2. Bigger is better.

For some time we have held to the belief that bigger is better, and this has manifested itself in products, life styles, and institutional designs that have become increasingly dysfunctional. We have cars equipped with 400 horsepower doing work that could be easily accomplished with half that many. The rest is waste, contributing only to the expensive massaging of our super egos. Our homes, schools, and corporate and public buildings all reflect an addiction to bigness.

But bigger is not always better. In fact, giantism has reached such proportions we might even be daring enough to suggest that bigger is worse. Yet conventional wisdom has taught us of the economies of large scale, the lumpiness of capital, and the advantages of size for research and development. Reflect on the declining fortunes of Penn Central, Chrysler Corporation,

---

[1]Andrew Hacker, *The End of the American Era,* New York: Atheneum, 1972, p. 46.

and other private corporations. Is New York City a reflection of our conception of an urban institution? For decades we were fascinated by the sheer size of the city, by its skyscrapers, subways, and awesome bridges, by its nearly 10 million inhabitants. Finally we realize what objective reality has been suggesting for decades—that New York is an abnormal social institution, ungovernable and unworkable.

Giantism shows up even in our basic food production systems where we have replaced human energy with larger and larger machines. This has had several effects. The increasing capital intensity of production in agriculture has conferred advantages on operators with greater access to the large amounts of capital necessary to equip a productive and potentially profitable operation. Large scale abandonment of the countryside for the unwieldy cities is another consequence of the increased capital intensity. And although productivity per man-hour has increased tremendously, the machines which have made this possible consume enormous quantities of energy.

Now the cost of energy dictates a change in our capital-labor ratio. But even if energy costs did not dictate a different orientation, consider the psychological and social impact of economic marginalization on people. How do people adapt to or respond to the social reality of uselessness? My hypothesis is that much of the mental illness of our senior citizens and the crime and anti-social behavior of our youth have this in common. Both of these segments of our population are unintegrated as far as production is concerned.

Axiom No. 3. There is a direct correlation between increased consumption and happiness.

If there is any universal faith in our type of society it is the belief in consumption; yet above certain levels, increased consumption increases satisfaction in only a marginal way. Furthermore, it is not difficult to conceive of theoretical levels where increased consumption would produce a decline in satisfaction. Actual consumption behavior does not reflect this tendency because of an illusory faith in the powers of increased consumption. In some cases, consumption is used as therapy for neurotic illnesses. Needless to say it offers only temporary relief providing only the psychiatrists with any benefits. When high consumption fails to bring the expected measure of happiness, people become increasingly frustrated and ultimately bitter. They seek convenient scapegoats to blame for their discontent, even while intensifying the drive for higher levels of consumption. Thus, it is not unusual to find the high consumers blaming welfare recipients and food stamp recipients for the state of the country—really, the state of their own psyches. This is particularly true where high consumers have seriously undermined their economic security through the generous use of credit.

Coexisting with the high consumers, we have a large group of people who would like to be high consumers but whose levels of income do not even permit them the attainment of basic needs. They observe the waste and conspicious consumption of the high consumers and become increasingly resentful and angry. It is difficult for them to imagine that the chief executives of ABC, RCA, and CBS earn close to a half-million dollars each year. There is a third group—the in-betweens: they would like to be high consumers. Their incomes constrain their achievements, although they can meet basic needs and attain some of the trappings of affluence. However, their economic situation is precarious. Unemployment, reduced working hours, sickness, or inflation could cause their insecure levels of consumption to evaporate overnight. People in this group are resentful and bitter because they are often excluded from categorical poverty type assistance programs, which they often regard as handouts. Yet, their incomes do not permit them to achieve anything close to what they see as a desirable level of living. A steady-state economy will irreparably puncture their inflated dreams.

If my theoretical analysis is correct, increased scarcity as manifested in growing unemployment and rising price levels can only exacerbate a situation which is already less than stable.

THE CHALLENGE TO EDUCATORS

The belief that there is a direct and irreversible correlation between consumption and happiness has been nurtured by, among other things, mass communication. Formal education has not done enough to offer alternative visions of the good life. Now it is imperative that educators do so. Whether or not we can accommodate increasing scarcity in a non-disruptive

manner depends on whether expectations can be reconstructed to conform more closely to long-term realities.

Yet we must strive for a positive outcome. Hopefully, through reason and analysis, we can modify individual and collective behavior patterns. A sensible and rational adaptation to decreasing affluence means, among other things, that we must curb our material expectations and appetites. But this observation still begs the question of where the tightening of belts should occur. Obviously, there is no room in the budgets of low income households to constrain further consumption. The approach of many policy makers and high consumption households is to "let the poor share their poverty." This is not only callous, but irrational. Most low income households do not live on the brink of catastrophe. They live in catastrophe. Their low consumption levels impair nutritional and emotional well being. Structured learning is frustrated by hunger and emotional stress, and the likelihood of a productive life is substantially reduced.

We can help low income households more clearly to define their goals, evaluate alternatives and allocate resources. However, we must recognize the need to increase the flow of resources to these units. This implies, then, slow growth or a freeze on the flow of resources to high consumption households. However, high consumption households control the flow of resources. Can reason and analysis demonstrate that it is in their interest to restrict their consumption or at least not increase it? Perhaps. In their relationship to the other half, high consumption households show a mixture of guilt and paranoia. This leads them to install very expensive systems of surveillance and repression, which in turn creates more guilt and paranoia. On the other hand, an increased flow of resources to low income households would result in improved nutrition, better health with reduced health care costs, increased mental capacities, greater productivity, and a more stable social system.

The educator's role in helping families systematize decision making will become more and more important. Family economics may come to surpass macro-economics in the professional hierarchy. We can help consumer units to prioritize their needs and to choose life styles. We should encourage the choice of life styles which require less resources and have less externalities (such as pollution and waste disposal). This implies encouraging non-consumptive patterns of need satisfaction—being, rather than having. Recycling should not still be regarded as an aberration of mixed up middle-class kids. Recycling is a necessity. And can we any longer tolerate built-in obsolescence?

THE TOOLS—LEARNING THEORY AND SOCIAL PSYCHOLOGY

The medium is the message, as McLuhan tells us. Our greatest challenge will not be in the substance of what we convey; most of that is intuitively obvious. Our teaching and learning *methods* will determine the success or failure of our endeavors. Hence, we need to redouble our efforts to understand human perception, motivation, attitude formation, and attitude change.

We have witnessed tremendous growth in recent years of Transactional Analysis, Gestalt, Behavior Modification and dozens of other consciousness-raising and behavior changing systems. There may be less there than meets the eye. But we need to examine these systems along with traditional learning theories and social psychology. More generally, we can enhance our impact through changes in our own teaching behavior. For example, people learn more if there is mutual respect between teacher and learner. We can give more credit to experience and intuitive ability.

As researchers and interpreters, we will need to understand the physical and social world in a more holistic way. In recent times, we have developed the notion that peoples' experiences can be separated out into discrete, neatly defined categories. This assumption has enabled us to develop educational disciplines to study and interpret different facets of human behavior. Thus we have economics, which attempts to study man's behavior as he struggles to satisfy his wants and needs by producing and distributing goods and services, using scarce resources. Psychology studies human behavior in terms of people's perceptions, learning faculties, and their response to various stimuli. Basically, sociology studies human relationships and the institutions which men have developed to facilitate their social relations. It is becoming increasingly clear, however, that the neat compartmentalization of knowledge acquired through the various disciplines is a significant constraint on developing useful knowledge of man in society. Home economists have long been appreciative of this.

In summary, the prospect of decreasing affluence indicates an immediate need to change life styles and expectations. The challenge to educators is awesome. It will involve a reconceptualization of the role of education and will require a great deal of faith in the potential for reason and analysis in ordinary humans.

FOR FURTHER READING

Fritsch, A. J. *The Contrasumers: A Citizen's Guide to Resource Conservation,* New York: Praeger, 1974.
Maslow, Abraham H. *Motivation and Personality,* New York: Harper & Row, Publishers (2nd Edition), 1970.
Toffler, Alvin. *The Eco-Spasm Report,* New York: Bantam Books, 1975.

Summer School Announcements 1976

University of Illinois, School of Human Resources & Family Studies

The Family As a Consuming Unit, H. Ec. 371, 3 hours or ¾ or 1 unit, June 7-July 5

Advanced Problems in Home Guidance of Children, H. Ec. 301, 3 hours or ¾ or 1 unit, July 6-July 29

Home Equipment, H. Ec. 375, 3 hours or ½ unit, July 6-July 29

Problems in Textiles and Clothing, H. Ec. 388, 2-4 hours or ½ to 1 unit, June 7-July 29

Advanced Studies in Home Economics, H. Ec. 493, ½ to 1 unit, June 7-July 29

Contact: Dr. Pauline C. Paul, Director, School of Human Resources and Family Studies, 260 Bevier Hall, U of I, Urbana, IL 61801

Home Economics Education:

Curriculum Development Workshop in Nutrition Education, Votec 459, 4 hours or 1 unit, June 14-July 5, Dr. Hazel Taylor Spitze

Curriculum Development Workshop in Child Development, Votec 459, 4 hours or 1 unit, July 6-July 29, Helen Gum Westlake

Contact: Dr. Hazel Taylor Spitze, Chairperson, Division of Home Economics Education, 352 Education Building, U of I, Urbana, IL 61801

Although in general the Summer Session instruction will begin on June 9, classes in the College of Education will not begin until June 14. For those education courses which meet during the first four weeks only, classes will be held five days per week (Monday through Friday) until July 2; the second four weeks' education classes beginning on July 6 will meet four days per week (Tuesday through Friday) until July 29; those courses meeting for the full eight weeks' Summer Session will meet five days per week from June 14 to July 2 and four days per week from July 6 to the end of the Summer Session.

LEVEL OF CONSUMPTION BAROMETER 1976

A barometer should be included in your boating gear because if it indicates a sudden fall in pressure, you'll know rough weather lies ahead.[1]

Janet L. Vaughn, Ph.D.
Associate Professor and Associate Family Economist; and Chairman of the Division of Family Economics and Home Management, School of Home Economics, University of Arizona, Tucson

To paraphrase such a Barometer for Safety, a Level of Consumption Barometer should be included in your life style planning to enable you to flex with socio-economic changes if the weather ahead be smooth or rough.

BASIC CONCEPTS

Fluctuation is based on the verb fluctuate which means to be constantly changing, wavering, varying, swinging between points or states. Thus, for purposes of this discussion, a barometer[2] is some type of measure of the relationship between or among factors which are in continuous motion or change.

According to Fitzsimmons,[3] a level of consumption is a relation between what you have actually obtained to use and the total of what you want. The commodities and services included in a level of consumption can be identified. Davis[4] indicates that a level of consumption includes the quality, quantity, and variety of goods and services that have actually been obtained for use.

A priority objective for us today is to maximize returns from resources, both human and nonhuman, by using them in such a way as to gain the greatest satisfaction. That is, from our resource input, we want to obtain the greatest satisfaction or the most desired outcome.

To accomplish the priority objective, to maximize returns from resources, it is necessary to specifically identify:[5]

what you (and your household) have,
what you (and your household) would like to have,
how you (and your household) feel about what you now have,
what you (and your household) would like to do to change your position, if anything.

BAROMETER JUSTIFICATION

The over-riding concern of many segments of the U.S. population is how to deal with the current economic situation.[6] Regardless of age, income bracket, occupation, education, or geographic location, the question seems to be: How can we continue our way of life relatively *un*interrupted despite the impact of economic, political, and technological change. Most of us are aware of our household's expenditure patterns. The crunch occurs when money is *less* than sufficient to meet the demands for expenditures.

For some households, a degree of flex is noted, such as substituting, reducing, or cutting back. Recall of the Depression 1930's[7] is dim, vague, suppressed. And, just how do you explain *that* style of living to yourself or your kids who have become accustomed to the abundant, affluent times of the 1960's and 1970's?

---

[1] *The Arizona Daily Star*, 22 Aug 1975.

[2] *Webster's New Collegiate Dictionary* definition of barometer is "that which registers fluctuations, as in public opinion."

[3] Cleo Fitzsimmons, *Consumer Buying for Better Living*, New York: John Wiley & Sons, Inc., 1961, p. 14; and *The Management of Resources*, San Francisco: W. H. Freeman and Co., 1951, p. 85.

[4] Joseph F. Davis, "Standards and Content of Living," *The American Economic Review*, Vol. XXXV, No. 1, Mar 1945, pp. 1-15.

[5] From "Proceedings of Conference Using Family Expenditure and Related Data in Teaching Financial Management," Washington, D.C.: American Home Economics Association, 1958, p. 23, a comprehensive definition of the household was extracted.

[6] Jay Schmiedeskamp, Survey Research Center, University of Michigan, portrayed a *decade* of inflation, unemployment, and consumer pessimism during a presentation to NCR 52, Family Economics Research Annual Meeting, at Michigan State University on 11 Nov 1975.

[7] William Manchester, *The Glory and the Dream*, A Narrative History of America, 1932-1972, Bantam Edition, 1975. See Chapter 1, The Cruelest Year, Depression Montage, pp. 31-69.

The Level of Consumption Barometer is a device to be used to establish priorities in terms of life style as a single person; a group of unrelated persons; or, a group of related persons. The perfect solution does not exist! Purely, this is a matter of individual preferences, priorities, objectives. The payoff differential, however, is the prime thinking time that is requisite to establishing such priorities, perhaps for the first time.

While the Barometer explanation is simple, the technique, if broadly applied to household consumption components, will most likely produce complex, involved elements. Such will be the case if individuals of a unit formulate Barometers and then arbitrate among the household members to attain some consensus regarding any group priorities.

The Barometer Base (Figure 1, 1.0)

This is a measure—a yardstick, a meterstick, a dollarstick if you choose. In reality, the differences between points on the scale are equal by whatever unit of measure. From another perspective, the differences between points on the scale are not equal despite the fact that the scale is ratio based. For example, the monetary value of *each* dollar if the household's annual income is $4,050 (1975 poverty level for an urban family of four) is not the same as *each* dollar if the household's annual income is $14,300 (1974 moderate standard of living for an urban family of four). Consider the food, housing, transportation expenditures of this prototype average American family of four (husband, age 38, employed; wife, age 35, not gainfully employed; a 13-year-old son and an 8-year-old daughter) if the annual income is $4,050; or $14,300.

Reference Base (Figure 1, 1.1)

The consumption category of recreation is used to illustrate application. Such a discretionary component strategically targets some definition of recreation and some definition of priorities between and/or among the non-discretionary (fixed) and discretionary (variable) consumption categories. In this era of scarcity of resources and emphasis on restricting the basic necessities (non-discretionary consumption categories, such as food, housing, utilities), application of the Level of Consumption Barometer for recreation seems appropriate particularly for psychological reasons.

Break Even, the Now Position, Beginning: or, Reference Base
(Figure 1, 1.2)

Establish the current Reference Base. That is, for the specific consumption category, recreation:

What do you now own, substitute,
rent, improvise,
borrow, omit?

Each unit member sets up his own recreation component. Then the group discusses the recreation aggregate—the totality of the household. Variation is more than likely. The definition of recreation most obviously is individually defined and/or interpreted.

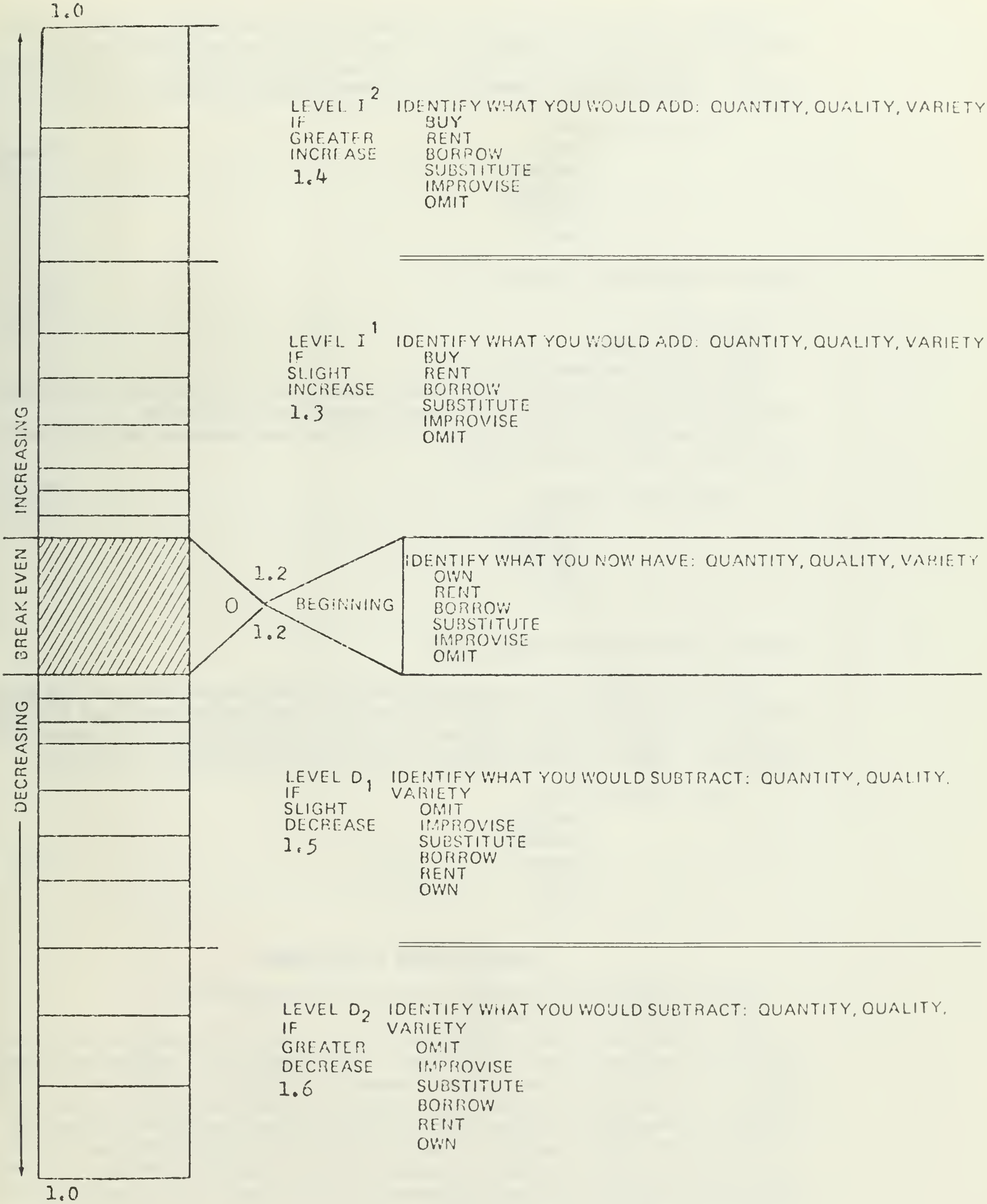
Level I[1] — Slight Increase (Figure 1, 1.3)

Let's pretend. What if you had a slight increase in money income? How would this affect your recreation in terms of quantity, quality, and variety of commodities and services?

Review the Now Position or Reference Base information (Figure 1, 1.2), and determine what impact any *slight increase* in money income would have on recreation.

What would you buy,
rent,
borrow,
substitute,
improvise,
omit?

FIGURE 1. Level of Consumption Barometer for 1.1 RECREATION in Terms of Quantity, Quality, and/or Variety of Goods and Services[8]



[8]Developed by the author, April 1975.

Level I^2 — Greater Increase (Figure 1, 1.4)

Dream on. What if you had a greater increase in money income? How would this affect your recreation in terms of quantity, quality, and variety of commodities and services?

Review the Reference Base (Figure 1, 1.2) and Level I^1 (Figure 1, 1.3) information. Determine what impact any *greater increase* in money income would have on recreation.

What would you buy,
rent,
borrow,
substitute,
improvise,
omit?

Level D_1 — Slight Decrease (Figure 1, 1.5)

Change gears.

Reverse procedures.

Begin at Reference Base (Figure 1, 1.2).

What if you had a slight decrease in money income? How would this affect your recreation in terms of quantity, quality, and variety of commodities and services?

Review the Reference Base (Figure 1, 1.2). Envision what impact any *slight decrease* in money income would have on recreation.

What would you omit,
improvise,
substitute,
borrow,
rent,
own?

Level D_2 — Greater Decrease (Figure 1, 1.6)

Face reality. What if you had a greater decrease in money income? How would this influence your recreation in terms of quantity, quality, and variety of commodities and services?

Review the Reference Base (Figure 1, 1.2) and Level D_1 (Figure 1, 1.5) information. Imagine what impact any *greater decrease* in money income would have on recreation.

What would you omit,
improvise,
substitute,
borrow,
rent,
own?

CONSUMPTION CATEGORIES

Continue with another consumption category, such as transportation.

Formulate the Reference Base (Figure 1, 1.2).

Since you are now familiar with the Level of Consumption Barometer technique, you could consider only the I(ncrease) or D(ecrease) Levels. That is, if you anticipate any money income increase in the immediate future, concentrate your efforts on Level I^1 and/or Level I^2 (Figure 1, 1.3 and 1.4). Conversely, if you expect any money income decrease in the immediate future, concentrate your efforts on Level D_1 and/or Level D_2 (Figure 1, 1.5 and 1.6).

Proceed with other consumption categories, such as education, health, food, housing, clothing, until the major consumption components of your household have been surveyed. The I(ncrease) Levels may be more appropriate for some categories. The D(ecrease) Levels may be better suited for other categories.

The household's aggregate, composite, or assortment will more than likely be an experience in interpersonal relations and basic economics. Compromises are advocated.

FIGURE 1.

OVERLAY Level of Consumption Barometer Worksheet for 1.1 RECREATION

Level I^2
1.4

Level I^1
1.3

The Now Position
1.2

Level D_1
1.5

Level D_2
1.6

SAMPLE 1:

FIGURE 1:
OVERLAY **Level of Consumption Barometer Worksheet for 1.1 RECREATION**
submitted by Tammy Schram, High School Student, Age 13

Level I^2 **1.4**	Purchase own roller skates. Buy new softball mitt. Take tennis lessons. Purchase tennis racket.
Level I^1 **1.3**	More roller skating. More movies. Buy new cleats for softball. Begin horseback riding. Buy magazines.
The Now Position **1.2**	Roller skating once every 3-4 weeks. Bike riding once every 2 weeks. Play pool in apartment recreation room 3-4 times each week. Swim in apartment pool daily in summer months. Read library books. Go to movies once each month. Play ping pong at apartment complex occasionally. Play on Bobby Sox Softball team during season.
Level D_1 **1.5**	More bike riding. More reading. Use more of apartment facilities, i.e., swimming, volleyball, ping pong, pool. Go to fewer movies.
Level D_2 **1.6**	Use even more of apartment facilities. Play basketball in apartment court. Go to free community movies, or go only when reduced prices are available. Practice more softball. More reading. More bike riding.

SAMPLE 2:

FIGURE 1.
OVERLAY **Level of Consumption Barometer Worksheet for 1.1 RECREATION**
submitted by Beth Tobias, High School Student, Age 17

Level I^2 **1.4**	Buy a small building which could be converted to a studio. Equip with several potters' wheels, a kiln, and a large variety of tools. Eventually increase production to open an adjacent shop.
Level I^1 **1.3**	Continue two classes at school. Purchase a potters' wheel for use at home, and fire all pots at school. Purchase additional small tools for private use at home.
The Now Position **1.2**	Enjoys making pottery. Takes two ceramics classes at school where kick wheels and firing kilns plus a variety of materials are available.
Level D_1 **1.5**	One ceramics class at school. Become teacher's aide in order to use the studio more often.
Level D_2 **1.6**	Purchase clay from school friend who could get it wholesale. Make slab, coil, and pinch pots at home. Let pots dry in sun, or fire in pit in ground.

SUMMARY

Most definitely, priorities will emerge from use of the Level of Consumption Barometer process. Such priorities will surface from the subconscious to the conscious level of awareness, perhaps for the first time.

The basic question remains. How can we continue our way of life relatively uninterrupted during the impact of economic, political, technological change forces? The Level of Consumption Barometer is suggested as a means to cope with the decade of inflation, unemployment, and consumer pessimism now upon us.

BUILDING A SPECIAL BRIDGE:

IMPROVING CONSUMER EDUCATION THROUGH COMMUNICATION

Elizabeth K. Abbas
Doctoral Student, Home Economics Education, University of Illinois

Consumer education is one of the more important concerns of home economists. All people are consumers. Some of these people are satisfied with the way they operate in the marketplace but many are not. One goal of the consumer education teacher is to help individuals understand how they can maximize their satisfactions as they interact within the marketplace. Although all individuals have the consumer role in common, they react to the role differently, and come to it with different abilities, needs, and desires. This, of course, means that we cannot teach all consumers in the same way.

It is essential that junior and senior high school teachers are cognizant of this situation. Every student has different expectancies, abilities and interests. Recently, the differences in expectancies and abilities among students in the secondary consumer education classes have become wider. This is due, in part, to the trend toward least restricted placement of special needs students.[1] Least restricted placement is based on the premise that as long as basic educational goals are met, students should be placed where their freedom is least curtailed. Therefore, many students who had been placed in special classrooms are now being mainstreamed in ever increasing numbers into the regular classroom. This has been encouraged by studies (Jones, 1972; Lilly, 1975) which have shown that the stigma attached to placement in special classes has been more debilitating than the actual handicap.

Mainstreaming has shown some very positive results for the special-needs student. They have been exposed to a wider variety of subject matter, teachers, social situations, and students, and have benefited from this exposure. However, there have been some problems. Most home economics teachers (as well as most non-special education teachers) have had little or no training or experience working with special-needs students and therefore often feel unsure about adapting their teaching methods and curricula to these special needs. This situation can be improved for teachers and students alike.

Colleges of education are gradually recognizing the need for all teachers to be exposed to methods of teaching the special-needs student. Courses at the pre-service and in-service levels are being developed to help the regular teacher know how to address the special student. In the meantime, many teachers want assistance that can help them bridge the gap between themselves and the special-needs students.

The first step in building a bridge is setting the piers in the water (the foundation). If the consumer education teacher recognizes the need for, and wants to improve his or her teaching of special-needs students, the piers are set. They can be strengthened by a walk down the hall to the special education teacher. Discussing the situation in personal terms can do a lot for building the pillars, but something specific must be done in order to complete the road across and actually open the bridge for traffic.

One way to accomplish this task is through joint lesson planning. The format on the following pages is one that may facilitate this planning. The form was developed at the University of Illinois (Phelps, 1976) and has been field tested by both vocational educators

[1]A special-needs student is one who, for whatever cause, is unable to succeed in the regular classroom without some type of support service in the form of help from a resource teacher or additional aid from the classroom teacher or a combination of the two (Phelps, 1976).

(including home economists) and special education teachers. These teachers have agreed that the format is most helpful in establishing routines that are successful with special-needs students in the regular classroom. This format is based on the principle that individuals learn best when learning is reinforced. Therefore, the regular and special education teachers should plan the unit together so that content taught in the consumer education class can be reinforced in the special education class.

A sample lesson plan that might be used in a consumer education class follows. While the content is similar to that offered any student, the difference is in the support services and additional reinforcement of the content provided by the special education teacher. Working together, teachers of both programs can increase their individual effectiveness. Once the communication bridge is built, it can be used effectively to help the students learn what they need to know in order to maximize their own satisfactions as consumers in the marketplace.

REFERENCES

Jones, Reginald L. "Labels and Stigma in Special Education" in S. J. Urban and T. Tsuji (eds.), *The Special Needs Student in Vocational Education* (New York: 1974), pp. 45-56.

Lilly, M. Stephen. "Special Education—A Cooperative Effort" in *Theory into Practice*, 14(2), April, 1975, pp. 82-89.

Phelps, L. Allen. "Instructional Development for Special Needs Learners: An Inservice Resource Guide," University of Illinois, 1976.

Phelps, L. Allen. "Someone with Special Needs: An Alternative Definition" in *Illinois Career Education Journal*, 33(2), Spring, 1976.

SUPPLEMENTARY READING MATERIALS

Antonellis, G. P., and James, G. B. *Cross Discipline Planning.* Salt Lake City, Utah: Olympus Publishing Co., 1973.

Gagne, R. M., and Briggs, L. J. *Principles of Instructional Design.* New York: Holt, Rinehart, and Winston, Inc., 1974.

Gronlund, N. E. *Stating Behavioral Objectives for Classroom Instruction.* New York: MacMillan, 1970.

Johnson, S. R., and Johnson, R. B. *Developing Individualized Instructional Material.* Palo Alto, California: Westinghouse Learning Press, 1970.

Mager, R. F., and Beach, K. M. *Developing Vocational Instruction.* Palo Alto, California: Fearon Publishers, 1967.

Mager, R. F. *Preparing Objectives for Instruction.* Belmont, California: Fearon Publishers, 1962.

Popham, W. J., and Baker, E. L. *Planning an Instructional Sequence.* Engelwood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Smith, R. *Clinical Teaching.* New York: McGraw-Hill, 1974.

Valett, R. E. *The Remediation of Learning Disabilities.* Palo Alto, California: Fearon Publishers, 1967.

CLUSTER/PROGRAM: ____________________

Id. No.: ________ Task/Unit: ____________________ *Learner:* ____________________

Learner Progress				Occupational Performance Objectives
Introduced	*Involved*	*Productive*	*Employable*	*Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:*

Basic Skills/ Aptitudes	Basic Skill/Concept Content	Monitor		

CLUSTER/PROGRAM: ____________________

Id. No. ______ Task/Unit: ______________

OCCUPATIONAL INSTRUCTION	BASIC SKILL/CONCEPT INSTRUCTION
Teacher Activities:	*Teacher Activities:*
Learner Activities:	*Learner Activities:*

INSTRUCTIONAL RESOURCE MATERIALS

Name/Title	*Media*	*Source*	*Name/Title*	*Media*	*Source*

TRASH TELLS A TALE:

SCHOOL STUDIES OF FOOD WASTE AS A TOOL FOR NUTRITION EDUCATION

Down the drain goes the milk wasted in one day in the school lunchroom of Point School, New Hartford, New York.

Gail G. Harrison, M.N.S. Visiting Assistant Professor, Division of Nutritional Sciences, Cornell University, and Nutritionist, The Garbage Project, Department of Anthropology, University of Arizona,
Martha C. Mapes, M.S. Senior Extension Associate, Division of Nutritional Sciences, Cornell University, Ithaca, and
William L. Rathje, Ph.D. Associate Professor of Anthropology and Director of the Garbage Project, Department of Anthropology, University of Arizona, Tucson

Appreciation is also due to Wilson W. Hughes, Field Director for the Garbage Project, University of Arizona

The authors are indebted to Mrs. Anne B. Gennings, Food Service Director, New Hartford (New York) School System, for permission to use excerpts from her report and photographs produced by students in Point School, and to students at Santa Rita High School and Canyon del Oro High School and at Sam Hughes Elementary School in Tucson, Arizona for materials from their class projects.

Many of today's students are actively interested in ecology, the environment, and problems of world food supply and hunger. These interests can be used to provide educational experiences which may have beneficial effects on students' own eating patterns. In the last few years several school groups in different parts of the country have conducted projects based on the study of food waste. These have proved valuable in stimulating student interest and providing a diversity of educational experiences. This article will present recently-collected research data on the nature and extent of food waste in the United States, show how several schools have built upon these data and on the interest of students in this subject, and suggest ways in which the study of food waste can be utilized to stimulate learning in nutrition and in critical thinking relative to societal issues.

THE RESEARCH BASE: THE GARBAGE PROJECT

Concern with food waste in this country has been confined to wartime periods until the last few years when growing awareness of the finite nature of environmental resources has made the efficiency of utilization of the food supply a matter of current interest. Until recently, there has been very little information on the nature and extent of food waste in the U.S., at least partly because it is a difficult subject on which to obtain valid information by traditional methods such as interviewing, observing in households, or asking subjects to keep records.

Since 1973, the Garbage Project of the University of Arizona has been utilizing the study of household refuse to study many aspects of resource utilization in contemporary society. Out of this study has come information on the amount of food thrown away by households in a U.S. city.

Garbage Project data come from refuse collected from randomly-selected households within census tracts in the city of Tucson, Arizona. The sample consisted of 222 households in 1973, 388 in 1974 and 208 in 1975. Refuse from sample households was picked up as usual by city Sanitation Department personnel, tagged with the date and the number of the census tract (addresses are never recorded in order to protect the privacy and anonymity of sampled households) and delivered to student workers at the Sanitation Department Maintenance Yard. Students sorted through each bag of refuse, recording onto pre-coded forms data on each item found—item code, type (such as ground chuck as a type of beef), brand, price, weight or volume as derived from labeling, weight of any waste, and material composition of the container (e.g., paper, aluminum, plastic). Data were punched onto computer tape and analyzed at the University of Arizona.

The percentage of food wasted was computed by calculating the weight of food discarded by households as a percentage of food input to the household estimated by packaging and labeling, with appropriate correction factors for fresh produce which is often bought without associated packaging. Input estimates thus derived compare reasonably well with data collected by independent studies of household food consumption based on interviews.[1]

Table 1 shows that since 1973, sample households have thrown out between 7 and 10 percent of the food they purchase. The percentage is higher when the presence of garbage

[1]Gail G. Harrison, William L. Rathje, and Wilson W. Hughes, "Food Waste Behavior in an Urban Population," *Journal of Nutrition Education*, 7, No. 1, 1975, p. 15.

disposals is taken into account. (The correction for disposals is based on the number of households in each sample census tract which have disposals, and an independent study of individual households which resulted in an estimate of the proportion of food waste ground up in disposals in households which have them.)

The proportion of food discarded has been steadily, if slowly, decreasing since 1973—perhaps as a result of inflation and high food prices. Nevertheless, it is clear from these data that the amount of food thrown away by American households is substantial. We estimate that the average household in the Garbage Project sample throws away over $100 worth of food per year. Multiplied by the number of households in the U.S., this amounts to a large proportion of our food supply going into sanitary landfills.

TABLE 1. PERCENT OF FOOD INPUT DISCARDED BY GARBAGE PROJECT SAMPLE HOUSEHOLDS, TUCSON, ARIZONA 1973-1975

	Uncorrected	Corrected for Garbage Disposals
1973 (N = 222 households)	9.7%	13.6%
1974 (N = 388 households)	8.9%	11.6%
1975 (N = 208 households)	7.2%	9.4%

SCHOOL INTEREST IN FOOD WASTE

As a result of local publicity on the Garbage Project in Tucson, several local schools have conducted student-run projects to study food waste in their school cafeterias and lunchrooms. Journalism classes at Santa Rita and Canyon del Oro high schools produced newspaper stories on the Project for their school newspapers. Santa Rita High School students conducted a survey of food waste in their cafeteria. Two sixth-graders at Sam Hughes Elementary School undertook, as a science project, a two-week study of food waste in the school cafeteria. Their report shows that substantial learning of mathematics and organizational skills resulted from their project, as well as heightened awareness of food and nutrition.

Recently three other school projects in several parts of the country have come to our attention, in which students initiated and carried out food waste studies. Students in Des Moines, Iowa, studied food waste in their school lunch program[2] and a school in Camarillo, California catalogued waste from bag lunches.[3] The most ambitious project has been carried out by 50 sixth grade students at Point School in the New Hartford School System, New York, under the direction of teachers Patricia Brophy and James H. Davidson and Food Service Director Anne B. Gennings.[4] The students conducted a two-day survey of waste in both school food service lunches and bag lunches brought from home. They also interviewed their fellow students about their attitudes and feelings about the food and why waste was high. The students produced a videotape of their project as well as a slide set, juxtaposing slides of their own project with slides made from news and magazine photographs of the effects of hunger and malnutrition. The videotape was shown to all schools in the school district, and parents were invited to the school for lunch and to view the tape.

STUDENT STUDIES OF FOOD WASTE: BENEFITS AND CAUTIONS

The study of food waste in schools gives students a chance for active direction of their own learning experiences and therefore offers a significant chance for changing attitudes and behavior. Comments of New Hartford students after viewing the videotape made by their fellow students indicate that the spinoffs in terms of thoughtful discussion and awareness were substantial:

> I've learned to like more food.
> Hope this project impresses other students.
> All that waste when people are starving.
> The project changed my mind about wasting food.

[2] "Twenty-Five Percent of School Lunch is Wasted by Students," *Arizona Republic* (Phoenix, Arizona), December 14, 1974 (Associated Press).

[3] "Too Much Lunch in Trash Can," *Christian Science Monitor*, January 28, 1975.

[4] "Students Televise Cafeteria Waste," *The Daily Press* (Utica, New York), April 9, 1975.

Only *Everyone* can stop waste as everyone wastes.
My family is paying attention to this and wasting less.
I'm trying to set a better example.

The following excerpt from a report on the project by Mrs. Anne Gennings, School Food Service supervisor, illustrates the point:

> The children have learned a lot about nutrition and its importance to their daily lives. They realize how fortunate we in the United States are to have an abundance of food supplies.
>
> Plans are being made to continue our study with various programs and projects this year. We hope to come up with some positive solutions and suggestions as we search in our quest to erase some of our country's waste.
>
> We feel the battle of the garbage can will have to be an ongoing project. Is it a problem in other schools? Is the garbage can examined as often as the bank balance?
>
> If the children are not consuming the lunches we prepare, then we are not reaching our nutritional goals.

The school projects undertaken to date have been interdisciplinary, involving science, social studies, journalism, health and/or home economics classes. Thus studies of food waste offer an opportunity to integrate a number of different subject-matter areas, plus school food service program, in a project which is stimulating to students and teachers alike. For high school students, the process of defining objectives, hypotheses and procedures for data collection offer an opportunity for a real-life introduction to research methods.

Several teaching aids are available to help stimulate discussion and idea flow. The mini-curriculum at the end of this article lists a relevant film and a short slide set with audiotape and script which is being developed at Cornell University and will be available in the near future.

A few *caveats* should be borne in mind by the teacher interested in pursuing this topic. The Garbage Project is a serious, university-based research project. Its directors make great efforts, in cooperation with the Committee on Research Involving Human Subjects of the University of Arizona, to assure that the privacy and anonymity of sample households are not compromised. Educational projects based on the concept of using refuse as a source of information must take account of the same considerations. School studies of lunchroom waste, or individual students' studies of their own homes, have great potential for raising consciousness and changing attitudes. There is no purpose to be served, however, by students acquiring and analyzing refuse from other households when the possibility exists for questions of invasion of privacy to arise. In our experience, students have been acutely aware of these implications and have demonstrated responsibility in the planning and execution of their studies.

Students at Santa Rita High School, Tucson, Arizona sort through waste from one day's school lunches.

CHALLENGE FOR THE STUDENT

Should we be concerned about food waste?

Ideal for Elementary, Junior High and Senior High students who are thoughtful about the lack of food in developing countries and are aware of the often misused abundance available in the U.S., yet have no data really to get a grip on the situation.

KEY TEACHING OBJECTIVE

To heighten consciousness of all students and their associates about using a vital resource like food which affects our health and pocketbook.

BASIC QUESTIONS

1. How much food do students throw away?
2. What kinds of foods do students throw away?

TEACHING RESOURCES FOR FAST LEAD-IN OR MOTIVATOR

1. *Trash Tells A Tale* Slide Set, Script and Tape by Gail G. Harrison and Martha C. Mapes reporting research at University of Arizona with a stimulating pictorial presentation of edible food wasted from a selected sampling of households. Commentary includes school waste projects in Tucson, Arizona and New Hartford, New York, as reported from first-hand observations by elementary and high school students.

   Approximate Cost: Slides, tape, and script $13.00. Additional script $1.00 each. 1976. For more information write to Visual Communication, 412 Roberts Hall, Cornell University, Ithaca, NY 14853.

2. *Garbage*—16 mm film. 1969. Produced by King Broadcasting Co. in cooperation with the Environmental Studies Program and Earth Sciences Curriculum Project, Color, 11 min. Rental $10.00. Purchase $135.00 from BFA Educational Media, P.O. Box 1795, Santa Monica, CA 90406.

   > "Essentially the film follows the life cycle of garbage from its initial deposit to its final resting place in a mountain of land fill. Presentation enjoyable as well as informative with some lively background music."
   >
   > (Reviewed by T. W. Beale, *American Antropologist,* **77** (1975), 899)

RELEVANT QUESTIONS TO BE ASKED

Students, whether working alone or in pairs or groups might consider the following thought questions:

Personal Inventory

What kind of food waste is occurring at home, at school, at a restaurant? What are my personal attitudes about the waste I see? What are the implications for nutrition and health? What information do I lack?

Setting Up a Study

What are the dimensions of a good study? How could we organize student teams objectively to monitor waste? What is our real purpose: to collect accurate data, to expose excess food waste, to change attitudes, or to find the causes of waste?

Implications

Why are some foods wasted at a greater rate than others? Who decides what foods are served? What foods can be substituted for others without losing nutritional value? How does wasted food affect the cost of school lunches? How can we reduce the amount of food thrown away at school? What habits do Americans have which are wasteful of food and/or nutrients?

ALTERNATIVE WAYS OF REPORTING RESULTS

1. Photography (Slide Set)
2. Art (Posters)
3. Interviewing (Audio and/or Video Tape)
4. Summary charts
5. Public presentations
6. Newspaper articles
7. Letters to Authorities
8. Follow-Up Study

BACKUP RESOURCES

1. Napier, Arch. Garbage Archaeology, *Human Behavior*, July 1975, pp. 57-61.
2. Maggio, Elizabeth. Trash Tells a Tale, *National Observer*, Dec. 20, 1975. (Front Page Story)
3. Horn, Patricia. Garbage: You Are What You Throw Away, *Psychology Today*, May 1974, p. 22.
4. Harrison, Gail, et al. Food Waste Behavior in An Urban Population, *Journal of Nutrition Education*, Vol. 7, No. 1, Jan.-March 1975, p. 13.

SUMMARIES OF SCHOOL PROJECTS

Des Moines City School, Des Moines, Iowa
Reported Dec. 14, 1974 by Arizona Republic (Phoenix, Arizona) AP

SURVEY OF WASTE IN SCHOOL LUNCH PROGRAMS

RESULTS

"Whether free or sold at 50¢/meal, a survey of Des Moines City Schools conducted by the Des Moines Tribune found that about 25% of the food in federally financed lunch programs is scraped down the drain."

FOODS THAT COME BACK NOT EATEN:

Most vegetatbles, fruits and salads
(Cabbage, broccoli and spinach lead list)
Milk
(At one elementary school 10 gallons of milk were poured down drain after a single lunch hour.)

OPINIONS REPORTED

"I think a lot of the problem is that kids have just what they want to eat at home. . . . We can't keep serving them pizza and tacos day after day." (Cafeteria Manager)

"I'm sure parents would be shocked at the waste. . . . You get used to it, though. You know what is going to come back." (Cafeteria worker)

Sam Hughes Elementary School, Tucson, Arizona

SCIENCE PROJECT BY TWO 6TH GRADE STUDENTS—SPRING 1975

10-day survey in the school cafeteria

"PROBLEM—How much food do school students waste?"

"HYPOTHESIS—Even though students are served a nutritional lunch they won't eat it!"

"MATERIALS

1. Ourselves
2. Students
3. Scales (2 sizes)
4. Math
5. School Lunches
6. Garbage cans (2)
7. Cooperation from Cafeteria ladies
8. Data sheets
9. Lots of time!"

PROCEDURE

1. Monitoring of food waste deposited in garbage cans daily by each student
2. Data collected:
   - Estimate of amount wasted by each individual
   - Size and weight of servings placed on tray
   - Number of students served
   - Number of students who wasted
   - Cost of wasted food per item charged

CONCLUSION

"Students don't take advantage of their nutritional meal.

30% of the students threw out vegetables
20% main dish
16% salad
14% fruits
13% dessert
7% milk
6% potatoes
4% bread
1% chocolate milk

We estimated that in 10 days 245 pounds of food was wasted. We discovered that the garbage weighed a lot more before chocolate (milk) was served."

Point School, New Hartford, New York
Study by fifty 6th graders of food wasted during lunch period.

PURPOSE AND PROCEDURE

1. Two-day survey conducted March 13 and 14, 1975 on food and milk wasted, counting both bag lunch and hot lunch left overs. The class counted and weighed uneaten food and measured all returned milk.
2. The teachers with the help of the school lunch manager used an interdisciplinary approach involving math, art, science, geography, public speaking and valuing to help students answer following questions:
   - Are Americans a wasteful people?
   - Have you examined the garbage cans in your school lately?
   - Are school hot lunches wasted more than home packed bag lunch?

COMMITTEE ASSIGNMENTS by which "Waste watchers" class divided activities:

1. Video Tape
2. Movie
3. Still Life Photography
4. Cafeteria Personnel Interviews
5. Art
6. Interviewing Students
7. News Bulletin
8. Monitoring and Cost

OUTREACH ACTIVITIES

1. Project viewed by all New Hartford Elementary children, School Administrators, Health and Drug Educators, County Extension Personnel, Local, State, and Federal School Food Service Directors.
2. Parents invited to Food Day to join their children for lunch and view the waste projects.

SUMMARY—Waste Reported

"Milk—5½ gallons (About 19% milk purchased)
Chicken—131 servings
Sweet Potatoes—175 servings
Whole sandwiches—38
Tuna Boat Sandwiches—16
Carrots—8
Applies—10
Cookies—24
Cheese—30 pieces"

STUDENT RESPONSES

Among the reasons students at the school gave for not eating their food:

"My teeth hurt"
"I'm in a hurry to get out (to the playground)"
"I don't like it (the food)."
"Since I'm paying for the food I don't have to eat it."

SUBJECT INDEX FOR ILLINOIS TEACHER
Volume XIX, 1975-6

Prepared by Royston Lawson

CAREER AND VOCATIONAL EDUCATION

CHILD DEVELOPMENT

COMPARATIVE HOME ECONOMICS EDUCATION

CONSUMER EDUCATION

CURRICULUM: DEVELOPMENT AND ISSUES

FAMILY LIFE EDUCATION

FOOD AND NUTRITION

GAMING AND SIMULATION

HOUSING AND INTERIOR DESIGN

These selected back issues are available at $1.75 each.

Please indicate in the blanks the number of issues desired.

Supplies are limited.

Volume XV, 1971-72 Old Values and New Applications

____ No. 1 Simulations and Games in Consumer Education
____ No. 2 Consumer Education and Slow Readers
____ No. 3 New Ways to Individualize Education
____ No. 4 Home Economics and Vocational Education
____ No. 5 Home Economics in the Middle School; Home Economics Facilities

Volume XVI, 1972-73 Humaneness and Home Economics In the Secondary School

____ No. 1 Nutrition Education for Increased Humaneness
____ No. 2 Consumer Education and the Quality of Life
____ No. 3 The Family in Today's Society
____ No. 4 Women's Rights Movement and VOTEC Education
____ No. 5 Career Selection as a Humanizing Experience

Volume XVII, 1973-74 Reaching All Minorities Through Home Economics

____ No. 1 Capitalizing on Interest in Children
____ No. 2 Exploring Careers in the Junior High School
____ No. 3 Better Health Through Better Nutrition
____ No. 4 Housing—Designing for People's Needs
____ No. 5 Management and Consumer Education for All

Volume XVIII, 1974-75 New Faces and Places For Home Economics

____ No. 1 Unified Arts Programs Including Home Economics
____ No. 2 Thoughts on Our Theme: Leaders in Home Economics
____ No. 3 Serving All Ages
____ No. 4 Vocational and Career Education
____ No. 5 Human Roles: Examining Choices Through Education

Volume XIX, 1975-76 The Quality of Life and Home Economics

____ No. 1 Implications for Curriculum
____ No. 2 Quality of Life for Home Economics Teachers
____ No. 3 Family Relationships and the Quality of Life
____ No. 4 Nutrition Lifestyles
____ No. 5 Consumer Education

MAIL TO: ILLINOIS TEACHER, 351 Education Building,
University of Illinois, Urbana, IL 61801

Please supply the following:

________ back copies of *Illinois Teacher* at $1.75 each ________

Issues Checked Above TOTAL $________

Name________________________________

Address________________________________

City______________ State__________ zip________

☐ Check Enclosed ☐ Bill Me

All orders for less than $5.00 must be accompanied by payment.

Dow, R. M., "You Score with Nutrition" (4), 239-52.

Harbour, J., "'WOW' Club" (4), 206-8.

Wolfe, B., "Scheme for Consumer Education" (5), 266-73.

METRICATION

Parsons, E., "Introducing the Metric System into the Home Economics Classroom" (1), 45-54.

Parsons, E., "Introducing the Metric System to Your Classroom" (2), 111-14.

MINORITIES

Ralston, P. A., "The Black Elderly and the Quality of Life" (1), 26-31.

QUALITY OF LIFE

Beale, C. L., "Implications of Population Trends for Quality of Living" (3), 130-4.

Burton, E. J., "Quality of Life and the Accountant's Contribution" (1), 39-41.

Jolly, D. A., "Post Script to Affluence: The Challenge to Educators" (5), 282-6.

McBride, E. C., "What is One's Quality of Life?" (1), 42-4.

Mangold, L. P., and A. E. Whatley, "Environmental-Population Issues: Implications for Secondary Home Economics Curriculum" (1), 12-15.

Roberts, J. E., "Quality of Life and the Quality of the Environment" (2), 60-2.

Beardan, L., "Try a Little Fitness for Fun: Nutrition Week Project in an Urban Community" (4), 209-12.

Braden, J., "Commentaries on Love and Marriage: A Teaching Technique" (3), 124-5.

Dow, R. M., "You Score with Nutrition" (4), 239-58.

Granberg, G., "If You Can't Do It, Don't Teach It" (2), 74-5.

Harbour, J., "Value Recognition Activity" (4), 204-5.

Harbour, J., "'WOW' Club" (4), 206-8.

Harris, R. D., and D. M. Moore, "You Are a Consumer of Instructional Media and Materials" (5), 274-6.

Harrison, G. G., M. C. Mapes, and W. L. Rathje, "Trash Tells a Tale" (5), 298-304.

King, S. and R. Lawson, "A Lesson from the Media: Using Television for Consumer Education" (5), 277-81.

Miller, L., "Nutrition Week: An Effective Learning Experience in the School Community" (4), 213-15.

Poindexter, M. J., "Using the Community as a Classroom" (2), 91-3.

Saur, W. G., "An Activity for Exploring Marital Expectations" (3), 122-3.

Spitze, H. T., "Teaching Techniques Related to Quality of Life" (1), 6-8.

Spitze, H. T., "The Teaching of Family Relationships and the Quality of Life" (3), 117-21.

Wallace, W. G., and S. G. Wallace, "Establishing Effective Communication Patterns — Some Techniques for Humanizing the Classroom" (1), 9-11.

Wolfe, B., "Scheme for Consumer Education" (5), 266-73.

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
351 Education Building
Urbana, Illinois 61801

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Serials Department
University of Illinois Library
Urbana, Ill. 61801
3 copies